

A COMPARATIVE STUDY OF CERTAIN SOCIOECONOMIC
VALUES AND BELIEFS OF ELEVENTH AND TWELFTH GRADE
STUDENTS, PARENTS, AND TEACHERS OF TWO INDEPENDENT SCHOOLS
AND FOUR PUBLIC HIGH SCHOOLS IN TWO NORTHEAST
FLORIDA COMMUNITIES

By

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Abstract of Dissertation Presented to the
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By

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This study attempted to measure on a liberalism v. conservatism scale certain socioeconomic values and beliefs of eleventh and twelfth grade students, their parents, and teachers in two independent schools and four public high schools in two Northeast Florida communities. In addition, an attempt was made to measure student subjects' attitudes toward education on an education scale, and teacher subjects' attitudes toward changes brought about by desegregation efforts in the public schools over the last five years on a 23-item, taped interview.

For purposes of this study, the independent school was defined as a school which began enrolling students after 1968. This new school was independent of any larger network of schools, and neither received nor solicited government or public funds. It offered a curriculum patterned after the public school, was very small, and operated almost entirely

from tuition fees. It was controlled by a local board, and its philosophy and objectives reflected the attitudes and mores of the local community. The research on these schools strongly pointed to intensive desegregation efforts in Florida during the 1968-69 school year as the catalyst which activated the movement.

Three instruments were used in the study; the Florida Scale of Civic Beliefs, the Rundquist and Sletto Education Scale, and a 23-item teacher interview. The Mann-Whitney U Test and the Kolmogorov-Smirnov Test were employed as statistical procedures for the analyses of the data.

Eighty-two public school students and 43 independent school students completed the Florida Scale of Civic Beliefs. The statistical analysis of their scores indicated there was no significant difference in the socioeconomic values and beliefs of these subjects, as measured by this instrument. Further, no significant difference was found between public school students and independent school students in this study on attitude toward education, as measured by the Education Scale.

Forty-two public school parents and 25 independent school parents completed the Florida Scale of Civic Beliefs. A statistical analysis of these scores yielded a significant difference in the socioeconomic values and beliefs of public v. independent school parents, as measured by this instrument. Independent school parents in this study were found to be significantly more conservative than their public school

counterparts. The strong conservatism of independent school parents dovetailed with the reactionary nature of the independent school movement itself.

Twenty-seven public school teachers and 18 independent school teachers completed the Florida Scale of Civic Beliefs. No significant difference was found between the public school teachers and the independent school teachers in this study on socioeconomic values and beliefs, as measured by this instrument. The teacher interview data further confirmed the homogeneity of public and independent school teachers in this study.

This study produced no evidence that planning and program in any Florida public school district were curtailed as a result of declining enrollment attributable to the independent school movement. Statistics from the State Department of Education in 1972 on nonpublic schools indicated that the movement in the state had leveled off. In the two independent schools used in this study, student applications for the school year 1973-74 predicted a modest growth over the past year.

CHAPTER I

AN INTRODUCTION TO THE STUDY

Statement of the Problem

The proliferation of the independent school in Florida over the last five years has created an educational phenomenon unlike any competition the public schools of the state have ever faced. "The sine qua non for the emergence and success of this movement," according to one headmaster, "was a deep dissatisfaction among the white, protestant, middle class with the public schools after 1968."* This dissatisfaction led to the conviction among many in this group that the public schools were becoming dysfunctional--that is, they were no longer providing those "basics" which were necessary for the proper education and maturation of their children. Some of the "basics" this group was concerned about, according to the research on the movement, included a disciplined learning environment, an emphasis on Christian programs, small classrooms, and individual attention (40:32).

It seemed evident to many in public education that this "new" school would become a strong competitor for the

* The headmaster of the independent school in Community B made this statement to the author.

children of these dissatisfied parents. In fact, at the beginning of the movement in 1968, concern was expressed by public school administrators in Florida that the withdrawal of a significant number of white students could result in critical losses of staff and program. This concern increased in several urban areas of the state when a 5-13 percent decline in enrollment did occur at the height of the movement in 1970-71. A further review of this aspect of the movement is discussed in Chapter II.

Purpose of the Research

The purpose of this study was to ascertain how eleventh and twelfth grade pupils, their parents, and teachers in selected independent schools differed from their counterparts in selected public schools. The Florida Scale of Civic Beliefs (FSCB) was used to assess this difference by measuring certain socioeconomic values and attitudes of these subjects. In addition, the Education Scale (ES) was used to measure attitudes toward schooling for the student subjects. A final comparison was made with the teacher subjects using data collected from a 23-item interview designed to measure socioeconomic status and attitudes toward desegregation efforts in the public schools.

In both independent schools studied, the claim of "difference" was explicitly made in their promotional literature. They purported to provide a serious alternative

to the public school for the college-bound student. This study was designed to assess one aspect of that claim.

Definition

The independent school, as the term is used in this study, is defined as a school which has had its genesis since 1968. It is independent of any larger network of schools and neither solicits nor receives government or public funds for its operation. It offers a curriculum patterned after the public school. It is small and operates almost entirely on tuition fees which are relatively low, ranging in this state from \$300-1500 per year. It is controlled by a local board, and its philosophy and objectives reflect the attitudes and mores of the local community. Both of the independent schools selected for this study have characteristics consistent with this definition.

Obviously, this definition will not fit the more traditional private, independent schools which have operated in this country since colonial times. Such schools have generally received the sanctions of the educational establishment, and for the most part have offered alternatives to the public schools. Their governance is extended far beyond the local area, and usually rests with a board of trustees representing more diversity than the new independent school trustees. These traditional private schools are frequently heavily endowed, and a large percentage of

their operating cost comes from sources other than tuition. A crucial difference in the comparison, according to Kraushaar, is the present policy of the traditional private school regarding selection and admission of students. Since the passage of the 1964 Civil Rights Act, the traditional private schools have actively recruited and admitted students from racial and ethnic minorities, often providing all or a substantial portion of their fees. This policy is eschewed by the new independent schools, whose students are recruited almost exclusively from white, middle class, protestant families (14).

Instruments

The Florida Scale of Civic Beliefs (FSCB) was used to measure liberal v. conservative socioeconomic values of the three subject groups. The FSCB is a 60-item Likert-type scale constructed by Hines and Kimbrough (11). Items dealing with foreign affairs, economics, function of government, public finance, and the nature of man and society are included. At least eight of the items have some relationship to, or bearing upon schooling, e.g., "What a state does with its schools should be its own business, not the Supreme Court's" (see Appendix A, item #7).

Hines reports a reliability of .904 by the split-halves method. The validity of the items was checked by 15 experts from education, economics, sociology, political science, and psychology (11). Meredith used the instrument

to show significantly less support for education in two Florida counties by those who scored conservatively on the scale (16).

The second instrument used was the Education Scale (ES) developed by Rundquist and Sletto (24). The ES is a 22-item Likert-type scale (see Appendix B). The authors report, according to Shaw and Wright, split-half reliabilities of .82 and .83, based upon samples of 500 males and 500 females, respectively. They also report test-retest reliabilities of .84 for a sample of 70 males and .85 for a sample of 75 females (28:233). Hedgebeth reported that the instrument had good content validity for measuring attitude toward high school education particularly, and that the students responded to it very readily (10). Shaw and Wright indicate the instrument may be construed to have good concurrent validity based upon the number of correlates achieved with other measuring instruments as reported by the authors (28:233). Hedgebeth found a significant relationship between the attitude toward education scores and socioeconomic level of subjects using this instrument (10). The ES was administered only to the student subjects in the six schools of this study.

A third instrument was developed for this study by the author to be used only with teacher subjects. It consisted of a 23-item interview (see Appendix F). Ten of the items were designed to provide information for classifying teachers according to socioeconomic status,

years teaching, degrees held, and Florida certification. The other 13 items were open-ended questions designed to permit a free-wheeling discussion with the interviewee on topics generally related to school desegregation and its impact on public education. Each interviewee was asked to be present for a minimum of 20 minutes. All of the interviews were taped, and the data are tabulated in Chapter VI.

Research Hypothesis

The research hypothesis of this study was that there is no difference in the public v. independent school subjects on the variables to be compared. The rationale for this hypothesis is based upon the etiology of the movement itself, which stemmed from parental dissatisfaction, as opposed to a desire for serious educational change. A detailed examination of the causes behind the movement will be given in Chapter II.

Statistical Hypotheses

This study will examine the following statistical hypotheses:

- (1) There is no difference in scores on the FSCB of eleventh and twelfth grade students in public v. independent schools.
- (2) There is no difference in scores on the FSCB of public v. independent school parents.
- (3) There is no difference in scores on the FSCB of public v. independent school teachers.

- (4) There is no difference in scores on item #7 from the FSCB of eleventh and twelfth grade students in public v. independent schools.
- (5) There is no difference in scores on item #48 from the FSCB of eleventh and twelfth grade students in public v. independent schools.
- (6) There is no difference in scores on item #7 from the FSCB of public v. independent school parents.
- (7) There is no difference in scores on item #48 from the FSCB of public v. independent school parents.
- (8) There is no difference in scores on item #7 from the FSCB of public v. independent school teachers.
- (9) There is no difference in scores on item #48 from the FSCB of public v. independent school teachers.
- (10) There is no difference in scores on the ES of eleventh and twelfth grade students in public v. independent schools.

The Schools Selected for the Study

The Northeast Florida Independent School Conference provided a population from which the two independent schools selected for this study were drawn. There are seven schools in this conference and their characteristics, with exceptions noted, fit the description of the independent school previously given. In the selection process, one of the schools was eliminated because it was essentially a religious academy operated by a church group with a primary emphasis on conservative Lutheran doctrine. Another was eliminated because it was organized prior to 1968, and resembled the characteristics of the country day school

which emerged in the late fifties more than it did the characteristics of the independent school. Of the five remaining schools, three refused to participate in any kind of research on the first contact. The two which did agree to participate share in common a public avowal of open registration to any person, regardless of race, creed, or color. At this point in their existence, however, they have no students from minority groups enrolled, nor have they seriously considered any.

In the independent school, the headmaster is a person of considerable authority and makes most of the everyday decisions affecting the operation of the school. In each of the two participating independent schools, extensive interviews were held with the headmasters, explaining in detail the purpose of the research. Throughout the data-gathering process, their offices and facilities were made available to the author, and in both instances they asked for voluntary co-operation from the teachers and students.

The public schools chosen for this study were the five public senior high schools located in the same attendance zones as the two independent schools. Four of these schools agreed to full co-operation, one of the five refused to participate because of a number of research projects already going on in the school.

Subjects

As previously indicated, there were three groups of subjects in this study; students from the eleventh and

twelfth grades, their parents, and teachers. The students were chosen from these grades because of the reading level required of one of the instruments and length of time the independent school subjects had been in their respective school. The majority of the eleventh and twelfth grade independent students had been in their present school since the school began in 1970. It was deemed important in making comparisons of attitude that the independent schools have at least two year's influence on a majority of the subjects from this sub-group. Because the eleventh and twelfth grade classes in both independent schools were small, the entire population was used. A potential N of 49 existed. For the ordinary reasons - illness, faulty marking of the scales, conflicts at testing times, etc. - 43 usable subjects were maintained for the study. Complete anonymity was assured all subjects in the analysis of the data; however, to assure that parent subjects came from the roll of usable student subjects, a numbered list was made and later checked to confirm or disallow participation of parent subjects. This same procedure was used for the students in the public schools as far as parent selection was concerned.

A five percent sample from each grade level in each of the four public schools was selected for these subjects. The procedure in each school was to select randomly from the eleventh grade roster a five percent sample, and from the twelfth grade roster a five percent random sample (8:327). All subjects were cleared with school counselors to make

certain their current enrollment and availability for the study, and also to assure that addresses and phone numbers where available were correct. An original N of 92 were selected, contacted, and appointments made for testing. Again, for reasons stated above, an actual N of 82 were maintained for the study.

The parent subjects, as previously indicated, were determined on the basis of the final list of usable student subjects from the public and independent schools.

With the independent school teacher subjects, the original intention of the design was to use all of the teachers in the two schools. However, upon examining their credentials and teaching responsibilities, it was discovered that many of them taught only a few hours a week, or at very irregular times during the school year. Thus, out of the 33 teachers listed as faculty on the two rosters, only 26 were full-time. Of these, 25 consented to the interview, and 18 completed the FSCB. The decision to use only full-time faculty was made simply to assure that there would be no bias involved with regard to credentials when making comparisons, since it was found that some who taught part-time lacked degrees and certification. A personal letter went to each of these 26 teachers explaining the nature of the study and suggesting a specific time and date during their planning period for the interview (see Appendix E). The plan was to secure the marked FSCB at the time of the interview; however, seven of the interviewees did not return the scale.

Ten public school teachers were randomly selected from the current rosters of each of the four public high schools. These 40 were personally contacted, as with the independent school teachers. Of the initial 40 contacted, 34 agreed to be interviewed, and 27 returned the FSCB. Reasons for reluctance about the interview and the instrument were about the same for both groups of teachers. A good many stated that they felt the instrument was too ambiguous, invaded their personal privacy, and was too long to allow the time necessary to mark it carefully. It was explained to them that students could mark the instrument adequately in about 25 minutes, and that it was necessarily ambiguous. Nevertheless, 14 out of the two groups would not return the scale, even given additional time.

Methodology

All instruments were administered by the author of this study, as were the interviews. The FSCB and the ES were given first to the two groups of student subjects. From these data, a compilation of usable subjects was secured, and a parent's list compiled for each of the six schools. Each set of parent(s) was then mailed a copy of the FSCB with a statement about the purpose of the study (see Appendix C). This letter contained a request that one parent mark the scale and return it in the enclosed stamped, self-addressed envelope.

A follow-up letter was sent to parents not returning the scale after two weeks, again with a stamped self-addressed envelope (see Appendix D). Wherever possible, phone calls were made to subjects not returning the scale. One of the reasons for choosing parent subjects from student lists was to allow interest and feedback from student participation to serve as incentives to parents to complete the scale. No measure for determining the success of this intent was attempted. Of the original 82 public school parent mailings, and 55 follow-up mailings, plus phone calls, a final, usable N of 42 were maintained.

Following a similar check of the data with the independent school student subjects, a parent list of 43 was compiled and contacted as above. Twenty-five usable returns were received from independent school parents.

All the teacher data were collected by appointment, as previously described. The total interview time for the 58 teachers interviewed was 25 hours.

The test statistic used to analyze the data collected from the FSCB and the ES was the Mann-Whitney U test. This is one of the most powerful of the nonparametric statistics. The .05 level of significance was adopted for each statistical analysis (29:116).

A further analysis of two selected items from the FSCB was made using the Kolmogorov-Smirnov Test statistic (29:127). Again the .05 level of significance was adopted. Further descriptions of these statistics and the analyses can be found in Chapters IV and V.

The interview data are tabulated in Chapter VI. This chapter is a profile of the public v. independent school teacher. Percentage and mean comparisons were made with these data where appropriate.

Limitations

"The intent of almost all experimenters is to generalize their findings to some group of subjects and set of conditions that are not included in the experiment," Bracht and Glass postulate in their discussion of external validity (3:437). External validity is defined by these authors as "the extent and manner in which the results of an experiment can be generalized to different subjects, settings, experimenters, and, possibly, tests" (3:437-438). This author was aware from the beginning of the threats to external validity posed by the population and ecology of this study. For this reason, generalizability will be claimed only from the subjects and conditions in this research. However, certain aspects of the independent school movement as reported by Wiles' study, most notably the conservatism of the parents who gave the movement impetus and support, were also confirmed here (40).

Organization

The present chapter has introduced the study and sketched an overview of the design and procedures. Chapter II will examine the causes behind the emergence of this new

school, and provide a review of the literature. This chapter will also raise some questions about the importance of the movement. Chapter III provides a setting for the study. Chapter IV presents an analysis of the three planned comparisons of the socioeconomic values and beliefs of the subjects as measured by the FSCB. Chapter V compares attitudes toward education as measured by the ES of the eleventh and twelfth grade students used in the study. Chapter VI is a profile of the public v. independent school teachers selected for the study. Chapter VII is a summary of the conclusions of the research, with suggestions for further investigations related to the independent school movement.

CHAPTER II

AN EXAMINATION OF THE CAUSES AND IMPORTANCE OF THE INDEPENDENT SCHOOL MOVEMENT

Review of the Literature

The independent school movement came very suddenly upon the educational scene in Florida. It will help to understand this fact if some knowledge of the events surrounding the onset of this new school are examined.

A search of both Dissertation Abstracts International and Educational Resources Information Center (ERIC) turned up three dissertations on the movement in the Southeast. Two of these studies were descriptive surveys of the independent schools in Alabama and Mississippi, respectively (6, 25). The third study was a descriptive survey of the independent schools in Florida, with a further description of some of the characteristics of the parents who send their children to these schools (40). While the causes and importance of the movement were not the primary questions answered by these authors, they all agreed that the intensity of desegregation efforts after 1968 was the most probable contingency behind the emergence of this school. That was also the conclusion of articles published by Saturday Review (5), New York Times (22), Newsweek (26), U. S. News

And World Report (39), and Miami Herald (27) at the zenith of the movement in 1970-71.

The Causes Behind the Movement

School Desegregation and Busing

What is the context in which this movement had its beginning? The publication of the Coleman Report (7) and Racial Isolation In The Schools (36) clearly showed that a dual school system remained in the "resistance" South some 12 years after federal orders to desegregate.* These two studies revealed that 90 percent of the black students in these states still attended all black or predominantly black schools. The dissemination of this information prompted the Supreme Court in October of 1969 to order a Mississippi school board of education to integrate its schools at once, thus rejecting the doctrine from the mid-1950s that integration should proceed "with all deliberate speed" (13:431).

The Skelly Wright decision (Hobson v. Hansen) of 1967 foreshadowed the direction the Supreme Court would take, and gave clear warning that the machinations of Southern legalists to keep the schools segregated were in trouble. Declaring that grouping, tracking, districting, and other devious innovations to separate blacks from whites in public

* The term "resistance" South was coined by sociologists and journalists in the late 1950s to describe those 11 states which defiantly resisted federal orders to desegregate their schools "with all deliberate speed." These were in fact the same 11 states which 100 years earlier resisted social and political pressure to free the slaves. These 11 states, plus West Virginia, comprised the states Coleman designated as the Southeast (7).

schools were unconstitutional, Judge Wright proposed that communities find new ways to eliminate the discrimination resulting from these manipulations. Admitted as evidence in that case was a study by Brookover et al. which showed that lower-class students (most often black) were far more likely to be placed incorrectly in low achievement groups than middle-class students (most often white). Further, once misplaced, they stood less of a chance of reclassification, thus providing educational as well as political justification for Wright's ruling that segregated groups, as well as schools, denied equal access to educational opportunity for a large segment of the population (4).

The use of the school bus to mitigate this problem, and to create a desirable black-white mix in the schools of the nation's capitol was ordered by Wright in 1967. Four years later, the Supreme Court ruled unanimously that busing of students could be ordered throughout the South to root out whatever remained of a state-imposed dual school system (Swann et al. v. Charlotte Mecklenburg Board of Education). This ironic ruling, reversing the historical use of the school bus as a vehicle for assuring segregation, spawned a hysterical response throughout the South, reminiscent of Little Rock in 1954. Now, 17 years later, school buses were overturned by club-wielding, white parents in defiance of new desegregation orders.

A year prior to this, Governor Kirk of Florida traveled to Bradenton and ordered the schools of Manatee County not

to yield to HEW pressure to bus students to achieve a proper racial mix. Following Manatee, other areas of the state faced the crisis of having to devise, in a short period of time, a method of busing pupils that would eliminate predominantly black and predominantly white schools. From 1968 to the present, persistent efforts by HEW officials were made to bring to an end Florida's dual school system. The impact of HEW persistence, together with a change of attitude by public school officials from the resistance stance of the past, led many middle-class, white parents to seriously consider an alternative to the public schools.

There is no other way to explain why student enrollment in all nonpublic schools in Florida, which was showing little or no increase from 1960-1966, dramatically reversed this trend over the next five years (37, 40). The nonpublic school which showed the most growth during this period was the one described in this study as the independent school (40:25-26). Lending credence to the generalization that desegregation efforts in the late 1960s were primarily responsible for the phenomenal growth of the independent schools in Florida, and of relevance as far as the internal generalizability of this study is concerned, is the fact that 36, of the 58 teachers interviewed by the author, believed that race-mixing was the key issue public schools

had had to contend with over the last five years.* Forty of the 58 believed race-mixing was the factor most influencing parental dissatisfaction with the public schools, because of a presumed lowering of academic standards resulting from desegregation.

Other Causes

The three studies cited earlier on the independent schools of Florida, Alabama, and Mississippi reported other reasons for parental dissatisfaction with public schools. By merging these three studies with similar analyses of parental dissatisfaction made by Gallup (9) and HEW (32), the most frequently mentioned complaints, excluding integration, were: (A) lack of religious instruction, (B) lack of a disciplined learning environment, (C) lack of an intensive college preparatory program, (D) overcrowding, and (E) inadequate facilities. Other complaints were cited in these references, but none of them carried the force of the concern of parents over race-mixing, and the precipitous sequence of events brought about by busing.

The Importance of the Movement

The Enrollment Impact

Finding and interpreting the data necessary to assess the importance of the effects of this movement on Florida's

* Fourteen of the remaining 22 teachers who answered "no" to this question were black. Ten of the 14 insisted that white racism was the key issue, not desegregation efforts, and this racism manifested itself in all sectors of community life, not just the schools. On this premise, they denied that race-mixing in the schools could be called the "key" issue.

public schools proved to be a complex process. Wiles identified 443 non-Catholic schools in operation in Florida in 1971, and estimated their total pupil population to be about 85,000.* Of this number, about 60,000 were enrolled in independent schools as defined in this study. While the independent schools accounted for close to 70 percent of the total number of nonpublic schools, they enrolled only about 50 percent of the nonpublic school population, which in 1971 was about 121,000 (40:28). In one sense, this was by design, because the independent school planners insisted upon a low teacher-pupil ratio. In another sense, it revealed the magnitude of the proliferation of these schools, because over half of them had been organized since 1968.

How much of an impact has this movement had on the public schools of the state? The NEA Research Report on Ranking of the States, 1973, indicated that 93 percent of Florida's 1,583,000 school age children still attended the public schools (20). This figure fluctuated less than one percent during this five-year period. This would indicate that, taking the state as a whole, this movement had very little impact on the public schools. Shannon, Director of Research for the House of Representatives' Education Committee, stated in a letter to the author that he "doubts that a single program of a public school district has been

* Florida has many old and prestigious private, independent schools which are operated by religious bodies other than the Roman Catholic Church. There are also several military schools in the state, and several schools operated by other private groups which would not fit the category of independent school as defined in this study. All of these schools are designated nonpublic by the statisticians who report school enrollment.

curtailed as a result of the emergence of this movement."*

In a definitive study of nonpublic schools in the United States by Kraushaar, the conclusion of the author was that the independent school movement in several Southern states had begun to show signs of leveling off by the end of the school year 1971 (14). It should not be overlooked, declared Kraushaar, in commenting on this movement, "that legal constraints, inadequate facilities, substantial tuition costs, substandard teachers, and precarious financing served as effective brakes on the spread of segregated academies" (14:236).

One aspect of this numerical analysis which needs further comment is the impact of the movement on the urban areas of the state. The percentages of elementary students enrolled in nonpublic schools in the two counties from which the independent schools for this study were selected were 3.7 and 2.0 in 1972 (31).** A much different picture emerged, however, in several urban counties. In six of these counties, the percentages ranged from 10.1 to 13.8. Add to this number the percentage of secondary students enrolled in nonpublic schools and an understanding for the concern of urban school administrators over the impact of this movement on pupil enrollment becomes apparent. In spite of the concern, however, there seemed to be no evidence to show that curtailment of program, staff, or planning in any school district of the state had occurred as a result of this movement.

* Robert Shannon, personal correspondence, May 25, 1973.

** No percentages were shown for secondary students.

The Social Impact

If no legitimate case for significant declines in pupil enrollment in Florida's public schools could be made as a result of this movement, were there other aspects of its importance which needed assessment? From the beginning of the movement, educators had voiced more concern over the exodus of the middle-class students than over the impact of declining enrollment. If enrollment figures had been all that school administrators had to contend with in assessing the impact of the independent school, there was a sense in which many would have welcomed it. The problems of overcrowding and double-sessions were certainly mitigated by the exodus of a few thousand students.

But this was not the major consideration. Of far greater consequence was the social class membership of those who left. On the basis of the data available to the researcher on the independent schools used for this study, it was possible to conclude that a large majority of the students enrolled in these schools were from middle-class and upper-middle-class homes, using father's occupation as the index for classification.

Coleman found that when he assessed the variables of teacher effect, facilities effect, home effect, and peer effect, peer effect was by far the most important in influencing the achievement of minority children (7). He found, for instance, that if a white child from a home that strongly

and effectively supported education was put in a school with pupils from homes dissimilar to his, the effects on his achievement would be no different than if he were in a school with pupils from homes like his. Quite a different effect was discovered with minority children, however. The minority child, Coleman theorized, if placed in a school with classmates who are middle-class, was likely to show an increase in achievement. Since the principal way, according to Coleman, that school environments for black and white children differ was in the composition of the student bodies, it turned out that the social-class composition of the student bodies had a strong effect on the achievement of Negro and other minority pupils.

Pettigrew postulated "that the most significant school correlate of achievement test scores uncovered by the Coleman study was the social-class climate of the school's student body" (21:70). Social-class climate was defined as the ratio of middle-class to working-class in each school. A desirable ratio, according to Pettigrew, was more than one-half middle-class. The author of this article further elaborated on the Coleman findings by stating that a good social-class climate was especially important for the later grades, where the full force of peer influence was felt.

Wilson found a significant relationship between college aspirations and the social-class characteristics of the student body. Students from working-class homes who attended schools which were more than one-half middle-class more often aspired to attend college than those who attended schools

which had a predominantly working class student body. He also found occupational aspirations and political party preferences affected by the composition of the student body. Among boys whose fathers occupied manual positions, 44 percent in the upper-status schools wanted to be professionals and 50 percent preferred the Republican Party compared with 31 percent and 32 percent in the medium-status schools and 27 percent and 24 percent in the working-status schools, respectively (42).

A study by Michael on this variable showed that with family status controlled, the higher the school status, the higher the average score on the Scholastic Aptitude Test. Subsequent reexamination of these data revealed that the variation in the percentages of students scoring above the national average on the test was roughly equally attributable to the individual and school social class indices. But the variation in the percentages scoring in the top quarter was considerably more related to individual social class than school social class - a result directly in line with Coleman's finding that school social class was most important for the more deprived students (17).

Racial Isolation in the Public Schools, a follow-up on the Coleman research by the U.S. Commission on Civil Rights, replicated these findings (36). Wilson, in a follow-up to his earlier study, used longitudinal data on junior and senior high school students to show that the social-class level of elementary schools had a significant effect upon

subsequent academic success at higher levels. In this research, as in his earlier study, individual differences in personal background, neighborhood context, and mental maturity at the time of school entry were carefully controlled (41).

Though Mosteller and Moynihan (18) and Jencks (12) in their lengthy analyses of the Coleman findings attributed less significance to the social-class variable, they all maintained that it was one of the most significant of the variables affecting minority pupil achievement.

The meaning of all this for educators became obvious when it was understood that the population exiting the public schools and enrolling in the independent schools was almost totally middle-class. The occupation and income levels of this group gave them access to educational alternatives for their children that were not available to many working-class parents. The question therefore had to be asked, "Were enough of these children leaving the public schools of the state to cause concern that the middle-class population in each school district would drop below one-half?" Put another way, "Had their exodus significantly affected the social-class climate of the public schools?"

In Alabama, Cleveland reported that one would have to answer this question affirmatively. There were public school districts in Alabama that in 1970 were all black because of the exodus of the white children to the independent schools (6). Sansing reported the same thing for Mississippi (25). A personal inquiry into this matter for the school districts

in Georgia revealed the same thing for that state, though not as extensive as Alabama and Mississippi. So far as this researcher was able to determine, there was no school district in Florida where this happened. In the light of the fact that State Department statistics confirmed the leveling off of the movement in Florida during 1971-72, the likelihood of it happening here was slight (31).

Generally speaking, the exodus to independent schools in Florida had little effect on public school programs. For the communities where the independent schools selected for this study operated, their enrollment in the sampled grades was less than one percent and two percent, respectively. This small a population would have virtually no effect upon the school district or the individual school. A different picture might be painted of the urban school districts; however, even there, the sheer number of these schools, plus their poor track records, must lead one to conclude that they posed no threat to the social-class climate of the states' public schools at the present time.

Summary

To summarize, the rapid growth of the independent school from 1968 to 1972, brought about by persistent efforts of HEW to eliminate Florida's dual school system, initially caused some concern among school administrators that pupil enrollment would decline significantly. Such was not the case. On the contrary, the facts revealed that

the leveling off of this movement had begun by the end of the school year 1971, with about 60,000 of the state's 1,583,000 pupils enrolled in these schools. Concern over the loss of middle-class pupils from the state's public schools was therefore mitigated by the fact that over this five-year period public school enrollment fluctuated less than one percent.

CHAPTER III

THE SETTING OF THE STUDY

The Purpose of the Chapter

The purpose of this chapter was to provide some information on the two communities selected for the study. The data were obtained from U. S. Bureau of the Census publications for the 1970 national census, from city and county publications, and from the researcher's own perceptions of the two areas from having lived in them or near them for over 30 years (33,34,35).

The names of the communities were intentionally disguised, and no page references were cited from any of the publications used. In all cases, demographic and socioeconomic data were rounded off to further assure a degree of anonymity. The larger of the two communities will henceforth be referred to as Community A; the smaller of the two as Community B. Though both of the communities were designated as urbanized areas by the 1970 census, the term "community" was chosen to describe them, in preference to the more technical designation.* "Community" seemed an

* An urbanized area, generally speaking, was any area which had 2,500 or more inhabitants in 1970. Though the Census Bureau designated many different kinds of urbanized areas, the population total was the most widely used criterion.

TABLE I

DEMOGRAPHIC AND SOCIOECONOMIC DATA
FOR COMMUNITIES A AND B*

	Inhabitants in 1970	Inhabitants in 1960	% Change 1960-1970
Community "A"	65,000	30,000	117
Community "B"	9,400	11,000	-15
	Negro & Other Minority Races	% Inhabi- tants 18 and Under	% Inhabi- tants 18- 64
Community "A"	13,000 (20%)	28	67
Community "B"	4,000 (43%)	38	51
	% Inhabi- tants over 65	Number house- holds	% Change 1960-1970
Community "A"	6	19,000	143
Community "B"	12	3,000	-7

* These data were compiled from 1970 Census Reports. In an effort to assure anonymity, no specific page references for the three publications were cited.

TABLE I (continued)

	Persons per house- hold	Median School Yrs. Completed	% Com- pleting 4 Yrs. or more of H.S.
Community "A"	3	13	68
Community "B"	3	11	40
	Civilian Labor Force % Unemploy- ed	% in Manu- fact. Const. & Allied Industries	% Employed in White Collar or Prof. Occ.
Community "A"	3	8	92
Community "B"	5	29	71
	Median Family Income	% Families Living Under Poverty Level	% Earning \$15,000 or more
Community "A"	\$8,400.	16	18
Community "B"	\$6,000.	28	13

appropriate description, since it was not used by the Census Bureau and thus free of some of the technical criteria of the Bureau's definitions. The term "community," as used in this research, designated not only the geographical closeness of the two areas studied, but also implied a degree of homogeneity as far as the essential ethos of the Northeastern region of Florida was concerned.

An Analysis of the Census Data

Community A

As the data in Table I showed, Community A had a population in 1970 of 65,000. The population in 1960 was 30,000, a 117 percent net gain during that decade. The minority population of Community A in 1970 was 13,000, or 20 percent of the total population. Median school years completed in Community A was 13. Sixty-eight percent had completed four years or more of high school. The unemployment rate in Community A was three percent, and eight percent of those employed were engaged in manufacturing, construction, or allied industries. Ninety-two percent were engaged in white-collar or professional occupations. The median family income in Community A was \$8,400. Sixteen percent of the families of the community were living under the poverty level, as defined by the U. S. Bureau of the Census in 1970.*

* For a detailed explanation of the very complex poverty definition, see U. S. Bureau of the Census Current Population Reports, Series P - 23, No. 28, "Revision In Poverty Statistics, 1959, 1968."

Community A was most noted for its state university. The presence of this institution in the community no doubt accounted for the high median school years completed. This institution also accounted for a large part of the total population, since many of the students were numbered as residents of Community A during the census count.

There were 15 public elementary schools and six public secondary schools in Community A when this study was in progress.* Community A also had two independent schools which met the criteria for the definition used in this study. Only the school selected for this research enrolled eleventh and twelfth grade students.

The two public schools selected for this study from Community A represented great diversity. School I was for many years the only white senior high school in Community A, besides the university's laboratory school. Until the creation of two more senior high schools in 1970, School I regularly graduated over 500 seniors a year. It still remained the largest of the three public senior high schools, and most community sentiment in the areas of athletic and academic achievement remained with this institution. It was also the feeling of most of the interviewees from these two schools that more status was given to the teachers who taught in School I than in the other two public senior high schools.

* A middle-school plan operated in both of these communities; however, the more traditional elementary-secondary designations were followed here.

Because of its central location in the community, School I drew students from both sides of town. The white-black ratio in School I was 72-28 during the year this study was in progress.* There were 96 faculty and staff in School I and approximately 2,000 students, grades 9 - 12.

School II first opened its doors in 1970. This year (1973) School II graduated its first class. This school was predominantly black during the first two years of its operation, but there was a 55-45 white-black ratio at the school this past year.** At the beginning of the last term, School II enrolled approximately 1,000 students, grades 9 - 12, and had 70 staff and faculty.

The buildings in School II were immaculate, modern, and equipped with the latest in pedagogical tools. The school was completely air-conditioned, and located on a spacious campus which provided ample room for all present and future needs. The school was built on the eastern side of town and drew most of its students from this general area.

The independent school selected for this study in Community A was organized in 1970, and graduated its first class in 1972. According to the first headmaster of the school, it was the brainchild of a few professionals from the community and their wives, who were convinced that their children were not getting the academic preparation

* Alachua County School Board, November, 1972.

** Alachua County School Board, November, 1972.

for college they needed in the public schools. Its first one and a half years of operation were in a local protestant church building. By the middle of the 1971-72 school term, a new plant had been constructed in a suburban area located about six miles from the center of town. The new location was adjacent to a well-established, private, elementary school, many of whose students enrolled in the independent school when they completed the sixth grade.

There were no black students in this school, but the declared policy of the headmaster and trustees was one of openness, provided the applicant could meet the academic criteria and the \$1,150 matriculation fee. Most of the students were transported a considerable distance back and forth to the school each day by parents in car pools. No busing service was provided this year, but was being considered for the next year. This school was not accredited, but accreditation from both the National Association of Independent Schools and the Southern Association of Schools and Colleges was in process for the next school year, according to the present headmaster.

Community B

As the data in Table I showed, Community B had a population in 1960 of 11,000 which indicated a net loss of 15 percent during that decade. The prime cause for this population decline was the transfer of one of the divisions of the community's largest industry to North Carolina. The minority population of Community B was 4,000, or about 43

percent. The median school years completed was 11, and the percentage of those who had completed four years of high school or more was 40. The unemployment rate in Community B was five percent, and 29 percent of the work force was engaged in manufacturing, construction, or allied industries. The median family income in Community B was \$6,000, and 28 percent of the families in Community B were living under the poverty level, as defined by the U.S. Bureau of the Census.

Community B promoted extensively its strategic location on Florida's most navigable river. There was one large industry in Community B which employed well over one-fourth of the civilian work force.

Community B had six public elementary schools and three public secondary schools, two of which were senior high schools. There was one independent school in Community B, and it enrolled less than three percent of the students in the community in grades 1 - 12.

School I in Community B, until four years ago, was the only white senior high school. There were approximately 1200 students enrolled this past year in grades 9 - 12, with 66 faculty and staff. The white-black ratio in School I was 76-24.* Overcrowding was the number one problem of the school, according to the principal. The buildings were generally in good repair, but lacked many

* Putnam County School Board, May 1973

of the pedagogical tools that are frequently used by today's teacher. A few of the classrooms were air-conditioned. Considerable status was attached to teaching in this school by the community at large, and School I's athletic and academic activities were supported much better by the community than those of School II, according to the teachers interviewed.

School II, until four years ago, was the black junior and senior high school for Community B. The white-black ratio last year was 70-30.* During the years School II was an all-black institution, some of the buildings also housed a black junior college. This junior college merged with the local community college at the time School II was integrated. This past academic year there were approximately 800 students enrolled in School II, 47 faculty and staff. The disparity here is strange, since the facilities of School II could have accommodated more students than School I. According to many of the interviewees, the people in the community attached less status to teachers in School II than in School I.

The principal of School I indicated to the researcher that there was considerable community sentiment for the merger of these two schools into one new high school. He saw this as a good thing, but predicted that it would be three to five years before it would occur.

* Putnam County School Board, May 1973

The independent school in Community B was organized in 1970. For the first two years, it operated out of abandoned homes which were refurbished for school use. These homes were located in the center of town, and were most unsatisfactory, according to the current administration. The present headmaster, who was the first coach of the school, told the researcher that considerable thought and planning went into the opening of this school. The original planning group was made up primarily of doctors and lawyers, and their avowed intent was to "create a college preparatory program for the average and above-average student."*

There were no black children in this school. However, as with the independent school in Community A, their printed policy was one of openness, provided the applicant could achieve the test scores necessary, and pay the \$850. matriculation fee.

This school had also moved to a spacious new location in a rural area about six miles from downtown. The buildings were constructed in the traditional style, with the elementary wing on one end and the secondary wing on the other. Bus service was provided for students requesting it. Most of the students traveled a considerable distance to the school each day, as there were no housing developments in the immediate vicinity of the school. This school had not yet been accredited, but accreditation would be

* Quoted from the school manual.

sought next year from The National Association of Independent Schools, according to the headmaster.

CHAPTER IV

DATA ANALYSES FOR THE FLORIDA SCALE OF CIVIC BELIEFS

The Instrument

The Florida Scale of Civic Beliefs (FSCB) was used to assess specific attitudes and values of three subject groups; students, their parents, and teachers. The data were obtained by administering this instrument to selected subjects in six schools from the two communities previously discussed. The two statistical procedures used for the analyses of data are outlined in this chapter. Generalizations made were based upon the testing of each hypothesis.

The FSCB is a 60-item measure of liberal v. conservative socioeconomic values. A copy of the instrument is provided in Appendix A. A statement about the instrument's reliability and validity was made in Chapter I.

The FSCB uses a Likert-type scale with responses scored as follows: one point for a strongly conservative response, two points for a conservative response, three points for a moderate or apathetic response, four points for a liberal response, and five points for a strongly liberal response. The total score is the sum of the scores obtained from each response. Possible scores may range from 60 to 300.

The classification of liberal v. conservative scores set forth in the Meredith study was followed here (16). These classifications are shown in Table 2. A score of 200, for example, was within the range of scores classified as liberal. It also fell within the moderate range. A person who made such a score would be classified as moderately liberal, with the stress on liberal.

TABLE 2

LIBERAL v. CONSERVATIVE CLASSIFICATIONS
ON FSCB SCORE RANGES

Score	60	120	150	180	210	240	300
			Moderate Range				
		Strong- ly Con- serva- tive	Conser- vative		Lib- eral	Strongly Liberal	

Statistical Procedure for FSCB

The method of selecting subjects and of obtaining data was given in Chapter I. The statistic used to test hypotheses 1-3 was the Mann-Whitney U Test. This statistic can be used when ordinal data are collected and when one wants to know whether two independent groups have been drawn from the same population. As stated earlier, this is one of the most powerful of the nonparametric statistical procedures, and is a useful alternative to the Student's "t" test (29).

A summary of the research procedure employed with the Mann-Whitney U Test is as follows:

1. The values of n_1 and n_2 were determined, with n_1

being the number of cases in the smaller group;
 n_2 being the number of cases in the larger group.

2. Scores were ranked together for both groups, assigning the rank of 1 to the score which was algebraically lowest. Ranks ranged from 1 to $N = n_1 + n_2$. Tied scores were assigned the averages of the tied ranks.
3. The value of "U" was determined by applying the formula:

$$U = \frac{n_1 n_2 + n_1 (n_1 + 1) - R_1}{2}$$

where R_1 equals the sum of the ranks assigned to group whose sample size is n_1 .

4. The mean was computed by applying the following formula:

$$\mu_u = \frac{n_1 n_2}{2}$$

5. The standard deviation was obtained by applying the following formula:

$$\sigma_u = \sqrt{\frac{(n_1)(n_2)(n_1 + n_2 + 1)}{12}}$$

6. "z" scores were obtained by applying the following formula:

$$z = \frac{U - \mu_u}{\sigma_u}$$

7. Because of the large number of tied ranks in these data, the formula for the correction of the variability resulting from the ties was used:

$$T = \frac{t^3 - t}{12}$$

The correction for the "z" scores was computed:

$$z = \frac{U - n_1 n_2}{\sqrt{\frac{n_1 n_2}{N(N-1)} - \frac{N^3 - N}{12} - T}}$$

The correction for ties used above altered the "z" scores only slightly.

8. If the observed value of "z" had an associated probability equal to or less than alpha (.05), then the null hypothesis was rejected.
9. When the results yielded "z" scores significant at the designated .05 level, the symbol $p \leq .05$ was used; when the results were not significant at the .05 level, the symbol $p > .05$ was used.

Three hypotheses were tested using the Mann-Whitney U Test. These hypotheses are listed and analyzed below.

Analysis and Interpretation

Students

- Hypothesis 1. There is no difference in scores on the FSCB of eleventh and twelfth grade students in public v. independent schools.

As indicated in Table 4, there was no significant difference in scores of public v. independent school students on the FSCB, thus the null hypothesis was not rejected.

As indicated in Table 3, the range of these scores for the two groups was very compatible. The public school ranges of 130 to 216 would be classified according to the information presented in Table 2 from conservative to liberal. The independent school ranges were from 139 to 205, and would be classified similarly. The means for these two groups were 180.3 and 179.5, a difference of 0.8. The mean scores for both groups would be classified as conservative.

Two factors deserve comment in interpreting this observed result. The most obvious is the fact of the short period of time the independent school students had been in their "new" schools. This brief exposure to the independent school environment could possibly have accounted for the

TABLE 3

RANKING OF SCORES ACHIEVED BY STUDENT SUBJECTS FROM FSCB

<u>Public Schools</u>		<u>Independent Schools</u>	
n = 82		n = 43	
130	180 (2)	139	181
142	181	150	182 (2)
151	182	152	183
154	183 (4)	157	184 (3)
157	184 (3)	159	185 (2)
158	185 (2)	163	186 (2)
161	186 (2)	164	188
162	187 (2)	165	189 (2)
163 (2)	188 (2)	166	190 (2)
164	191	167	193 (2)
166 (2)	192 (3)	169 (2)	196 (2)
167 (2)	193	171	197
168 (2)	195	173 (2)	198 (2)
169 (3)	196	178 (2)	203
170 (3)	198	179	205
171 (3)	199		
172	201		
173 (2)	203		
174 (4)	205 (3)		
175 (3)	207 (2)		
176	208		
177 (2)	209		
178	210		
179 (2)	216		

TABLE 4

MANN-WHITNEY U TEST SUMMARY TABLE FOR STUDENTS' DATA, FSCB

	Raw Mean	R	U	z
Public Students (N=82)	180.3	5140.5	1788.5	.1325
Independent Students (N=43)	179.5	2734.5	1737.5	.1325

p > .05

fact that their scores on the FSCB were so similar to their public school counterparts.

During discussions with the independent school students following the administration of the FSCB, they expressed concern that the author perceived them as "different" from their peers in the public schools they had so recently left. They talked of missing the extra-curricular activities of the public schools, particularly athletic contests, and of the variety of social events that the public school afforded, many of which they still attended. In an attempt to compensate for having to give up some of these activities, both independent school headmasters developed rather elaborate programs of athletic competition and extra-curricular programs in their seven-member school conference. Thus, instead of providing an alternative to the public school, the independent school administrators seemed determined to replicate it in as short a time as possible.

The other factor warranting some comment is the researcher's assumption in Chapter I that these students were in independent schools because their parents were dissatisfied with the public schools. Educational movements are frequently the result of attempts to change the status quo. However, they may also be the result of reactions to rapid changes within the schools which are not acceptable to those who view significant change with disdain. As already discussed, the rapid changes which did occur in the public schools during the last five years did much to shatter the

ideas middle-class parents in Florida had about the nature and purpose of public education. Being financially able to provide an alternative for their children, and being sufficiently dissatisfied with the direction of change, they opted for the creation of an institution that conserved, rather than altered, the status quo.

Parents

- Hypothesis 2. There is no difference in scores on the FSCB of public v. independent school parents.

Because a mailed return of the FSCB was used with this group of subjects, a brief word of review about their selection is in order here. As previously reported in Chapter I, the parent subjects were the 82 sets of parents of the public school students maintained for the study based upon a usable completion of the FSCB, and the 43 sets of parents of the independent school students maintained for the study based upon a usable completion of the FSCB. Of the 82 sets of parents in the public school, 42 usable returns of the FSCB were maintained. Of the 43 sets of parents in the independent school, 25 usable returns of the FSCB were maintained.

As indicated in Table 6, there was a significant difference in scores of public v. independent school parents on the FSCB, thus the null hypothesis was rejected.

As indicated in Table 5, the scores for public school parents ranged from 124 to 244. These scores would be classified from conservative to strongly liberal, respectively. The ranges in scores for the independent school parents were from

TABLE 5

RANKING OF SCORES ACHIEVED BY PARENT SUBJECTS FROM FSCB

<u>Public Schools</u>		<u>Independent Schools</u>	
n = 42		n = 25	
124	189	101	160
127	190 (3)	110	163
141 (2)	192 (3)	114	165
146 (2)	194 (2)	120	167
151	195 (2)	135	168
152	197	136	171
157 (2)	200	138	179
161	201	141	183
166	203 (2)	148	190
168	205	150	192
171	206 (2)	152	203
182	214	153	216
183	218	154	
185	220		
188 (2)	244		

TABLE 6

MANN-WHITNEY U TEST SUMMARY TABLE FOR PARENTS' DATA, FSCB

	Raw Mean	R	U	z
Public School Parents (n=42)	182.5	1690	263	3.4
Independent School Par- ents (n=25)	152.4	588	787	3.4

p < .05

101 to 216, or strongly conservative to liberal. The means for the two groups were 182.5 and 152.4, both classified as conservative, though located 30.1 points apart on the conservative continuum.

The interpretation of this finding was tied very closely to the conservative nature of this protest movement. Levine showed that there was foundation also for the hypothesis that socioeconomic status was related to socioeconomic beliefs (15). Warner et al. found the same thing (38). In both of the studies cited above, the higher the socioeconomic status, the more conservative were the beliefs of the subjects. There was not enough in this study in common with the research referred to above to suggest a replication of findings; however, these data did show that the independent school parents sampled had higher socioeconomic statuses than their public school counterparts, and tended to score more conservatively on the FSCB.

Teachers

Hypothesis 3. There is no difference in scores on the FSCB of public v. independent school teachers.

As indicated in Tables 7-8, there was no significant difference in the scores of the public v. independent school teachers achieved on the FSCB, thus the null hypothesis was not rejected. The score ranges were from 134 to 236 for the public school teachers. These ranges would be classified from conservative to strongly liberal. The score ranges for the independent school teachers were from 133 to 242, and

TABLE 7

RANKING OF SCORES ACHIEVED BY TEACHER SUBJECTS FROM FSCB

<u>Public Schools</u>		<u>Independent Schools</u>	
n = 27		n = 18	
134	189	133	184
144	191	154	187
150	193 (2)	165	195
156	201	167	199
157	203	170 (2)	204
168	205	174	208
178	213	181	222
179	215	183	242
180	221		
182	226		
185	230		
186	236		
188 (2)			

TABLE 8

MANN-WHITNEY U TEST SUMMARY TABLE FOR TEACHERS' DATA, FSCB

	Raw Mean	R	U	z
Public School Teachers (n=27)	188.6	652	212	.7182
Independent School Teachers (n=18)	189.7	383	276	.7182

 $p > .05$

would be classified also from conservative to strongly liberal. The means for the two groups were 188.6 and 189.7, respectively, a difference of only 1.1.

Because Chapter VI was devoted to a lengthy discussion of these two groups of teachers, no detailed interpretation of these data was made here. Suffice it to say that the FSCB scores revealed a high degree of homogeneity in the teachers. Subsequent interviews with 58 of them confirmed this observation.

Statistical Procedures for Item Comparisons

In an attempt to focus more directly on specific attitudes discriminated by individual items from the FSCB, comparisons were made with the three subject groups on the following two items:

Item 7. What a state does with its schools should be its business, not the Supreme Court's.

Item 48. Some races are by nature inferior mentally, emotionally, and physically.

The Kolmogorov-Smirnov Test statistic was chosen for the analysis of these items (29).

The Kolmogorov-Smirnov two-sample test (KS) is a test of whether two independent samples have been drawn from the same population. The following is an outline of the procedures followed with this test statistic:

1. A cumulative frequency distribution was made for each sample of observations, using the Likert-type arrangement of intervals, one to five.

2. By subtraction, the difference between the two sampled cumulative distributions was determined at each interval.
3. By inspection, the largest of these differences was determined; this was "D", which was defined symbolically as

$$D = \text{maximum } S_{n_1} \left[(X) - S_{n_2}(X) \right]$$

4. The value of χ^2 with $df = 2$ which was associated with the observed D was computed from the following formula:

$$\chi^2 = \frac{4D^2(n_1n_2)}{(n_1+n_2)}$$

5. The significance of the resulting value of χ^2 was determined by reference to the Chi Square Table, with $df = 2$, .05 level of significance. If this analysis yielded significance, the following symbol was used:

$$p \leq .05$$

If the analysis did not yield a significant difference, then this symbol was used:

$$p > .05$$

On the use of this test statistic, Siegel stated: "When compared with the "t" test, the KS test has high power efficiency. The KS test seems to be more powerful in all cases than either the χ^2 test or the median test" (29:136).

Analysis and Interpretation

Students

- Hypothesis 4. There is no difference in scores on Item #7 from the FSCB of eleventh and twelfth grade students in public v. independent schools.

TABLE 9

KS SUMMARY TABLE FOR STUDENTS, ITEM 7

	Mean	D	χ^2
Public School n = 82	3.30	.14	1.12
Independent School n = 43	2.813	.14	1.12

df = 2, $p \geq .05$

As indicated in Table 9, there was no significant difference in scores of eleventh and twelfth grade students on item #7 from the FSCB, thus the null hypothesis was not rejected.

Hypothesis 5. There is no difference in scores on item #48 from the FSCB of eleventh and twelfth grade students in public v. independent school.

TABLE 10

KS SUMMARY TABLE FOR STUDENTS, ITEM 48

	Mean	D	χ^2
Public School n = 82	3.34	.13	1.81
Independent School n = 43	3.62	.13	1.81

df = 2, $p \geq .05$

As indicated in Table 10, there was no significant difference in the scores of eleventh and twelfth grade students on item #48 from the FSCB, thus the null hypothesis

was not rejected.

Parents

Hypothesis 6. There is no difference in scores on item #7 from the FSCB of public v. independent school parents.

TABLE 11

KS SUMMARY TABLE FOR PARENTS, ITEM 7

	Mean	D	χ^2
Public School n = 42	2.76	.22	2.50
Independent School n = 25	2.04	.22	2.50

df = 2, $p \geq .05$

As indicated in Table 11, there was no significant difference in scores of public v. independent school parents on item #7 from the FSCB, thus the null hypothesis was not rejected.

Hypothesis 7. There is no difference in scores on item #48 from the FSCB of public v. independent school parents.

TABLE 12

KS SUMMARY TABLE FOR PARENTS, ITEM 48

	Mean	D	χ^2
Public School n = 42	3.26	.260	4.20
Independent School n = 25	3.64	.260	4.20

df = 2, $p \geq .05$

As indicated in Table 12, there was no significant difference in scores of public v. independent school parents on item #48 from the FSCB, thus the null hypothesis was not rejected. The generalization which was made earlier, that independent school parents in this study were more conservative than their public school counterparts as measured by the FSCB, could not be supported by the data in Tables 11-12. However, since there definitely was a significant difference based upon the analysis of the whole scale, it was possible to generalize that the conservatism of independent school parents when, compared with public school parents in this study, was diffused over a much larger range of subjects than educational policy and race, as measured by items 7 and 48. In these two areas, their views were no different from those of the public school parents.

Teachers

Hypothesis 8. There is no difference in scores on item #7 from the FSCB of public v. independent school teachers.

TABLE 13

KS SUMMARY TABLE FOR TEACHERS, ITEM 7

	Mean	D	χ^2
Public School n = 27	3.66	.24	2.16
Independent School n = 18	3.00	.24	2.16

df = 2, $p > .05$

As indicated in Table 13, there was no significant difference in the scores of public v. independent school teachers on item #7 from the FSCB, thus the null hypothesis was not rejected.

Hypothesis 9. There is no difference in scores on item #48 from the FSCB of public v. independent school teachers.

TABLE 14

KS SUMMARY TABLE FOR TEACHERS, ITEM 48

	Mean	D	χ^2
Public School n = 27	4.11	.13	.69
Independent School n = 18	3.96	.13	.69

df = 2, $p \geq .05$

As indicated in Table 14, there was no significant difference in the scores of public v. independent school teachers on item #48 from the FSCB, thus the null hypothesis was not rejected.

Summary

In summarizing the findings presented in this chapter, except for the parental comparison, there was no difference in scores achieved on the FSCB by the public v. independent school subject groups selected for this study. In the two item comparisons with all three subject groups, no difference was found using the KS test statistic.

It was observed, therefore, that independent school parents in this study were significantly more conservative in their socioeconomic values and beliefs than were their public school counterparts. It was further observed that there was no significant difference in the socioeconomic beliefs and values of public v. independent school teachers, and public v. independent school eleventh and twelfth grade students in this study.

One final observation should be made in summarizing the results of the analyses of the FSCB with parent and teacher subjects. As indicated previously in the discussion of the selection of these two groups, the N maintained for the statistical analysis in each instance was smaller than the original N selected for the study. This fact may have had some bearing on the final interpretation of these data; however, it is doubtful that this is the case.

CHAPTER V

DATA ANALYSIS FOR THE EDUCATION SCALE

Instrument

This chapter was designed to report differences in attitude toward education of public v. independent school eleventh and twelfth grade students as measured by the Rundquist and Sletto Education Scale (24). The method of selecting subjects and of administering the instrument were discussed in Chapter I.

The ES is a 22-item Likert-type scale. The items sample a broad spectrum of content and opinion on education ranging from the relationship between amount of education to the enjoyment of life, to the relevance of subject matter in high school curricula.

The ES was constructed using college students, high school teachers, members of classes for the unemployed, and men on relief. The authors reported an original N of 2,382 subjects for the development of this instrument. Reliability and validity reports by the authors were cited in Chapter I.

Scoring by the respondents for each of the items was on a weighted Likert-type scale with alternative responses

scored as follows: five points for strongly agree, four points for agree, three points for undecided or apathetic, two points for disagree, and one point for strongly disagree. A copy of the instrument can be found in Appendix B. The score for each respondent was the sum of each of the 22 responses. Score ranges were from 22 to 110 points. Table 15 described how these ranges were designated for purposes of this research. These classifications conform generally with other research done with the scale. A high score indicated a positive attitude toward education, a low score indicated a negative attitude toward education.

TABLE 15

NEGATIVE - POSITIVE CLASSIFICATIONS ON
EDUCATION SCALE SCORE RANGES

Score	22	42	55	70	86	110
	Strong- ly Neg- ative	Nega- tive	Apathe- tic	Posi- tive	Strong- ly Posi- tive	

Procedure

The procedure for collecting these data was described in Chapter I. The specific steps involved in the use of the Mann-Whitney U Test were detailed in Chapter IV. This statistic was employed to test the following hypothesis:

Hypothesis 10: There is no difference in scores achieved on the ES by eleventh and twelfth grade students in public v. independent schools.

TABLE 16

RANKING OF SCORES ACHIEVED BY STUDENT SUBJECTS ON ES

<u>Public Schools</u>		<u>Independent Schools</u>	
n = 82		n = 43	
55	82 (4)	55 (2)	90 (2)
60	83 (6)	63	96
62 (2)	84 (2)	65	
63	85 (3)	66 (2)	
65	86 (2)	71 (2)	
67	87 (3)	72 (3)	
69	88 (2)	73 (2)	
70 (2)	89 (3)	76 (2)	
71 (5)	90 (2)	77 (2)	
72 (3)	91 (3)	78 (3)	
73	92 (2)	80 (2)	
74 (2)	93	82 (3)	
75	94	83 (2)	
76 (3)	95 (3)	84 (2)	
77 (3)	96	85 (3)	
78 (4)	97 (2)	86 (2)	
79 (3)	98 (2)	87 (2)	
80 (5)		89 (4)	

TABLE 17

MANN-WHITNEY U TEST SUMMARY TABLE FOR STUDENTS' DATA, ES

	Raw Mean	R	U	z
Public Stud. n = 82	80.9	5254.5	1574.5	.9796
Ind. Stud. n = 43	78.8	2520.5	1951.5	.9796

p > .05

TABLE 18
SCORES BY COMMUNITY AND SCHOOL ON THE EDUCATION SCALE

COMMUNITY "A"

<u>School I</u>	<u>School II</u>	<u>Ind. School</u>
62	63	55
70	69	63
71	71 (2)	65
74	76	66
75	79	71
76	80	72 (2)
77 (2)	82	73 (2)
78 (2)	83	76
80 (2)	84	77 (2)
82	86	78
83 (2)	87	80
85 (2)	89 (2)	82 (2)
88 (2)	91	83
90	92 (2)	84
91	95 (2)	85
93	97	86
95		90
98		
n = 24	n = 20	n = 21
Median = 81	Median = 85	Median = 77
Mean = 81.6	Mean = 83.6	Mean = 75.7

TABLE 19

SCORES BY COMMUNITY AND SCHOOL ON THE EDUCATION SCALE

COMMUNITY "B"

<u>School I</u>	<u>School II</u>	<u>Ind. School</u>
60	55	55
62	65	66
67	71	71
70	72 (2)	72
71	76	76
72	78 (2)	78
73	79	80
74	80	82
77	82 (2)	83
79	83	84
80	84	85 (2)
83 (2)	87	86
85	91	87 (2)
86	94	89 (4)
87	97	90
89		96
90		
96		
98		
n = 20	n = 18	n = 22
Median = 79.5	Median = 79.5	Median = 84.5
Mean = 79.1	Mean = 79.2	Mean = 81.7

Interpretation

The statistical analysis of these data indicated that the null hypothesis would not be rejected. Stated another way, there was no significant difference in the scores achieved by public v. independent school eleventh and twelfth grade students on the ES. The score ranges for the public schools were from 55 to 98, classified according to Table 15 as apathetic to strongly positive, respectively. The score ranges for the two independent schools were 55 to 96. These scores, according to Table 15, would receive the same classification. The means were 80.9 for the public school students, and 78.8 for the independent school students. This is a difference of 2.1 points.

This analysis of a different attitudinal variable revealed again the striking homogeneity of these two groups. As reported in Chapter IV, the conversations which were held with the independent school students following the administration of the test instruments indicated that they perceived themselves as "transplanted" public school students, not as a new breed. One student reported:

"When I was in the public school, my father always kept the pressure on my teacher. He would say to her, 'You have a responsibility as a public servant to teach my son, even if he resists your efforts.' Now my father says to me, 'Your schooling is being paid for out of my hardearned wages. You learn, or else!' Nothing really has changed except my father's emphasis. I am still the same student, and my teacher here taught in the same public school I was in last year. The only difference is my father has now shifted the pressure from the teacher to me."

One is forced to generalize, on the basis of the evidence yielded by the above data, that not enough time has elapsed for the independent school to begin to change the educational attitudes of their students. In fact, one is forced to speculate whether or not such change will ever occur, or if it is even desired by the independent school administration, parents, and trustees. As previously postulated, this movement was conceived in the beginning not to change anything, but to put an end to certain changes which conservative parents in communities throughout Florida viewed as threats to the status quo.

The irony of all this now is that five years after the movement's birth, public school students sampled generally valued education as measured by the ES slightly more than the independent school students in this study. There was no significant difference in this comparison, but as Table 17 showed, the mean for the public school students was 2.1 points higher than for the independent school students. What this did indicate was that the public school students tested valued education as positively as their independent school counterparts. This is a position not generally conceded by the literature on this subject, primarily because of the higher socioeconomic status of independent school students. Hedgebeth found, for instance, that the higher the socioeconomic status, the more positive one's attitude toward education, as measured by the ES (10). To test this same postulate here, the researcher secured

the father's occupational status for each of the 125 student subjects tested.* Table 22 showed that the mean occupational rating was 1.6 points higher for the independent school subjects than for the public school subjects.**

On the basis of the findings here, the generalization can be made that, in this study, higher mean occupational ratings for a group of subjects did not predict higher mean scores on the ES. In fact, the school with the second lowest occupational rating, 3.8, as computed by the Warner Index had the highest mean score, 83.6, on the ES.

TABLE 20

OCCUPATIONAL RATINGS FOR THE SCHOOLS OF COMMUNITY "A"

<u>School I</u>	<u>School II</u>	<u>Ind. School</u>
n = 24	n = 20	n = 21*
Prof., U of F (1)	Prof., U of F (1)	M.D. (1)
Prof., " " " "	Sup. Medium	M.D. "
Prof., U of F (1)	Size Bus. (2)	M.D. "
Asso. Prof. U	Sup. Medium	M.D. "
of F (1)	Size Bus. (2)	M.D. "
Asso. Prof. U	Sup. Medium	Prof. U of F (1)
of F (1)	Size Bus. (2)	Prof. Consult. (1)
Ass't. Prof. U	Small Land Own.	Prof. Consult. (1)
of F (1)	Rancher (2)	Prof. Consult. "
Large Bus. Own. (1)	Small Bus. Own. (3)	Large Bus. Own. "
Supervisor, Large	Technician (3)	Large Bus. Own. "
Co. or Ind. (1)	Cashier, Acc't. (3)	Large Bus. Own. "

* In case of father absence, the mother or guardian's occupation was listed. In some instances no classification was made because no category seemed appropriate for that particular situation.

**The Warner et al. Index of Status Characteristics was used to identify occupational ratings for these subjects (38). According to this system of ranking, a low number indicates high status. Thus, a "1" indicates high status in the upper-middle-class range. A "6" indicates low status, in the lower-working-class range.

TABLE 20 (continued)

<u>School I</u>	<u>School II</u>	<u>Ind. School</u>
Supervisor, Large Co. or Ind. (1)	Cashier, Acc't. (3)	Med. Bus. Own. (2)
Instructor, Community Coll. (1)	Clerical (4)	Med. Bus. Own. (2)
Elem. Teacher (3)	Clerical "	Med. Bus. Own. "
Elem. Teacher "	Carpenter "	Research Ass't. "
Law Enforcement Off. (4)	Bricklayer "	Mgt., Medium Firm (2)
Civil Service (4)	Painter "	Mgt. Med. Firm (2)
Civil Service "	Mechanic (5)	Housewife-no need for employment-
Civil Service "	School-aide (6)	not classified
Mgr., Med. Size Bus. (4)	Custodian "	" " "
Mgr., Med. Size Bus. (4)	Custodian (7)	" " "
Accountant (4)	Maid "	" " "
Employee (5)	Unemployed "	" " "
Employee "		
Employee "		
Policemen (5)		
Unemployed (7)		

*Because three parents were not classified, the actual n for determining the mean was 18.

TABLE 21

OCCUPATIONAL RATINGS FOR THE SCHOOLS OF COMMUNITY "B"

<u>School I</u>	<u>School II</u>	<u>Ind. School</u>
n = 20*	n = 18*	n = 22*
Engineer (1)	Bus. Mgr. Comm. (1)	Prof. Comm. Col. (1)
Sup. Large Firm (1)	College (1)	Large Land Own. (1)
Sup. Large Firm (1)	Inst. Comm. Cl. (1)	Large Land Own. "
Mortician (Own) (2)	Elem. Teacher (3)	Large Land Own. "
Landowner "	Elem. Teacher "	Large Land Own. "
Landowner "	Landowner (3)	Med. Bus. Owner (2)
Foreman (3)	Landowner (3)	Med. Bus. Owner "
Foreman (3)	Semi-skilled Mill Worker (5)	Med. Bus. Owner "
Mechanic (4)	Semi-skilled Mill Worker (5)	Med. Bus. Owner "
Millwright (4)	Semi-skilled Mill Worker (5)	Supervisor (2)
Millwright "	Semi-skilled Mill Worker (5)	Tour Foreman (3)
Semi-skilled (5)	Worker (5)	Small Bus. Own. (3)
Mill Labor (5)	Laborer (6)	Small Bus. Own. "
Mill Labor "	Laborer (6)	Small Bus. Own. "
City Eldg. Insp. (4)	Laborer "	Small Bus. Own. "
Aide-CAP (5)	Laundress (7)	Electrician (3)
Laborer (6)	Unemployed "	Mechanic (4)
Laborer (6)		

TABLE 21 (continued)

<u>School I</u>		<u>School II</u>		<u>Ind. School</u>
Unemployed	(7)	Unemployed	(7)	Semi-skilled
Retired, not usable		Widow*		Mill Worker (5)
Retired, not usable		Retired*		Semi-skilled
		Retired*		Mill Worker (5)
				Retired*
*Actual n = 18		*Not classified an actual n = 15		*Not classified an actual n = 21

TABLE 22

SUMMARY TABLE FOR OCCUPATIONAL RATINGS

Public Sch. Means of Occ. Ratings		Ind. Sch. Means of Occ. Rating
Community A - School I	3.0	Community A - 1.3
Community A - School II	3.8	Community B - 2.6
Community B - School I	3.6	
Community B - School II	4.5	
Public School Overall Mean		Overall Mean for Ind. Schools
3.6		2.0

Summary

In summary, let the reader be cautioned in his interpretation of the data in Tables 20-22 because of the relatively imprecise nature of all rankings of status characteristics. This was particularly problematical here because only one index was used, and that information came from the student's cumulative folder, not from the parent's own description of his occupational status. In some instances, the counselors sharing this information with the researcher were uncertain as to whether occupational updates were indicated or not.

The number of "no category" classifications was also a problem in interpreting these data. In Community B, "retired" was listed six times in the occupational category of the cumulative folders. In none of these cases was the author able to determine what the father had retired from, or whether or not the retiree was pursuing another occupation. This problem occurred three times in Community A, but these were all in the independent school with two divorced mothers and one widow, who were living on income from sources other than occupation.

The large number of status "1" occupations for the independent school parents as shown in Tables 20 and 21 confirmed to a degree what the two headmasters reported to the author about those responsible for the creation of the independent schools in their respective communities. For the most part, these were professional people with advanced degrees, or prominent business men, most of whom owned their own business. Of considerable interest was the fact that though the independent school in Community A had an occupational status rating of 1.3, the highest of the six, the mean score on the ES for this school was 75.7, the lowest of the six.

As previously indicated, the highest mean score for the public school subjects occurred in the school with the second-lowest occupational status rating. This was a school with a 55-45 white to black ratio.* One of the teachers

* Alachua County School Board, November 1972.

interviewed at this particular school told the researcher that it was her observation that the black students generally had a more positive attitude toward education in this school than did their white counterparts. In the light of the fact that 12 of the 20 respondents who marked the ES in this school were black, this was an interesting observation from the teacher, and may provide some insight into the high mean score for this school.

Community A and B comparisons of occupational ratings and ES mean scores yielded no large disparities. The essential homogeneity of all these data was more evident than the slight differences which were found.

This study provided no hard data to confirm this suspicion, but one was left with the feeling during conversations with students in the independent school while the instruments were being administered, and after the analyses were made, that resentment against parents might have affected the way the ES was marked. How much, if any, this feeling did influence these independent school students' attitudes toward education is pure conjecture. The evidence uncovered here, and in Chapter IV, seemed reasonably convincing that "no difference" in the variables measured really existed between these two groups of students, in spite of the fact that there were incontrovertible socioeconomic differences.

CHAPTER VI

TEACHER INTERVIEWS

Purpose

The purpose of this chapter was to construct separate profiles for the 33 public school and 25 independent school teachers selected for this study. These two profiles were based upon information secured from 20-minute interviews with each teacher. The interview questions requested information on a range of subjects from occupation of the interviewee's father to interviewee's perception of the impact of local desegregation efforts on public education during the last five years. Mean comparisons were made for items 1-3. Percentage comparisons were made for items 4-23, based upon yes - no, or other appropriate responses. Items 14-23 were open-ended, and respondents were asked to express their views and opinions on subjects broached by these questions. The interpretation of the quantitative aspects of these interviews is the subject matter of this chapter.

Interpretation

For purposes of interpretation, prior to constructing the two profiles, the information in Table 23-31 will be

considered under the topic of General Teacher Characteristics. The information in Tables 32-39 will be discussed under the topic of Professional Fulfillment. The information in Tables 40-45 will be discussed under the topic of Desegregation and Change.

General Teacher Characteristics

Socioeconomic status for each teacher in this study was computed as it was for students in Chapter V. Occupation of the teacher's father was the only index used. The mean socioeconomic status for public school teachers, as indicated in Table 23, was 3.3; for independent school teachers, 2.7, a difference of 0.6. These means would place both of these groups in Warner's middle-class range of social class equivalents (38).

As indicated in Table 24, the public school teachers sampled had been teaching an average of 11.9 years; the independent school teachers an average of 6.9 years. This would seem to indicate that the independent school teachers were generally younger than their public school counterparts. Since teacher age was not secured, no definitive word can be reported about this.

As indicated in Table 25, the public school teacher was responsible for 114 students a day; the independent school teacher, 72, a difference of 42 students. This difference was large enough to be considered significant, particularly, since five independent school teachers gave "too many students to teach" as their reason for leaving the public school. It

TABLE 23

OCCUPATION OF TEACHER'S FATHER
(Item 1. What is (was) your father's occupation?)

Public School Teachers

n = 33

Handyman (7)*
 Engineer (1)
 Business Owner (2)
 Real Estate Broker (2)
 Railroad Porter (5)
 Small Business Owner (3)
 Army Officer (3)
 Medical Doctor (1)
 Professor (1)
 Engineer (1)
 Bell-Hop (6)
 Laborer (6)
 Attorney (1)
 Painter (4)
 Salesman (3)
 Contractor (2)
 Carpenter (4)
 Management (2)
 Business Owner (2)
 Bricklayer (4)
 Farmer (3)
 Motel Owner (3)
 Foreman, Large Co. (3)
 Railroad Switchman (5)
 Railroad Porter (5)
 Engineer (2)
 Superintendent (3)
 Draftsman (4)
 Electrician (4)
 Mechanic (4)
 Navy (EM) (4)
 Factory Worker (5)

Mean Occupational
Index = 3.3

Independent School Teachers

n = 25

Engineer (2)
 Minister (2)
 Small Business Owner (3)
 City Judge (1)
 Large Landowner (1)
 Salesman (3)
 Motel Owner (3)
 Civil Service (3)
 Laborer Sand Mine (5)
 Mechanic (4)
 Business Owner (2)
 Rabbi (1)
 Barber (4)
 Attorney (1)
 Professor (1)
 Sawmill Manager (4)
 Land Developer (3)
 Business Owner (2)
 Custodian (6)
 Civil Service (3)
 High School Teacher (2)
 Skilled Craftsman (3)
 Small Business Owner (3)
 Mechanic (4)
 Medical Doctor (1)

Mean Occupational
Index = 2.7

*The number following each occupation represents the numerical value assigned to this occupation by Warner in his Index of Status Characteristics (38).

is the published intent of both independent schools in this study to keep grade enrollment below 21 students.

Items 4-5 (Tables 26-27) were designed to give some indication of the regional characteristics of the two groups of teachers. By far the largest percentage of public school teachers were Baptist, certainly the most provincial of the churches listed in Table 26. Eighty-two percent of the public school teachers were affiliated with Baptist, Methodist, or Presbyterian churches.* Fifty-eight percent of the public school teachers had grown up in Florida, and only 18 percent had grown up outside the Southeast. Fifty-six percent of the independent school teachers were affiliated with Baptist, Methodist, or Presbyterian churches, with the Baptist Church again being the most popular. Forty percent of the independent school teachers had grown up in Florida and 40 percent outside the Southeast. Differences in these two variables were slight, and indicated that both groups of teachers had remained fairly close to their "home" state, and had affiliated with one of the three traditional churches of the region.

Items 6-9 (Tables 28-31) were designed to compare teacher competencies using degree(s) earned, Florida certification, teaching in field, and career commitment as criteria. In the public school, 88 percent of the teachers in the sample had Florida certification. Seventy percent had made teaching their career, and 91 percent were

*Actual numbers, in addition to percentages, are given in the appropriate tables. The numbers were omitted from the narrative to avoid confusion.

TABLE 24

NUMBER OF YEARS TEACHING
(Item 2. How many years have you been teaching?)

<u>Public School Teachers</u>		<u>Independent School Teachers</u>	
n = 33		n = 25	
Range	Mean	Range	Mean
1 to 32	11.9	2 to 23	6.9

TABLE 25

NUMBER OF STUDENTS RESPONSIBLE FOR EACH DAY
(Item 3. How many students are you responsible for each day?)

<u>Public School Teachers</u>		<u>Independent School Teachers</u>	
n = 33		n = 19*	
Range	Mean	Range	Mean
18 to 200	114	21 to 100	72

*This mean is 19 instead of 25 because six of these teachers were elementary teachers, and the small number of students they were responsible for each day would have biased the result.

TABLE 26

TEACHER'S CHURCH AFFILIATION
(Item 4. What is your church affiliation?)

<u>Public School Teachers</u>			<u>Independent School Teachers</u>		
n = 33			n = 25		
<u>Church</u>	<u>Number</u>	<u>Percent</u>	<u>Church</u>	<u>Number</u>	<u>Percent</u>
Baptist	14	43	Baptist	6	24
Methodist	10	30	Methodist	5	20
Presby.	3	9	Presby.	3	12
Rom. Cath.	2	6	Rom. Cath.	3	12
Epis.	1	3	Epis.	3	12
Jewish	1	3	Jewish	1	4
Other	2	6	Other	4	16

TABLE 27

HOME STATE OF TEACHERS
(Item 5. In what state did you grow up?)

<u>Public School Teachers</u>			<u>Independent School Teachers</u>		
n = 33			n = 25		
<u>State</u>	<u>Number</u>	<u>Percent</u>	<u>State</u>	<u>Number</u>	<u>Percent</u>
Florida	19	58	Florida	10	40
Georgia	3	9	New York	2	8
Alabama	2	6	Panama	2	8
New York	2	6	Tenn.	2	8
Virginia	1	3	Georgia	1	4
Kentucky	1	3	Kentucky	1	4
Tenn.	1	3	Illinois	1	4
Kansas	1	3	Indiana	1	4
Iowa	1	3	Delaware	1	4
N. J.	1	3	Maine	1	4
Taiwan	1	3	W. Va.	1	4
			Colorado	1	4
			Israel	1	4

TABLE 28

DEGREES EARNED
(Item 6. What degrees have you earned?)

<u>Public School Teachers</u>				<u>Independent School Teachers</u>			
n = 33				n = 25			
	<u>BA</u>	<u>MA</u>	<u>None</u>		<u>BA</u>	<u>MA</u>	<u>None</u>
Number	19	12	2	Number	15	10	0
Percent	58	36	6	Percent	60	40	0

TABLE 29

CERTIFICATION
(Item 7. Are you certified in Florida?)

<u>Public School Teachers</u>			<u>Independent School Teachers</u>		
n = 33			n = 25		
	<u>Yes</u>	<u>No</u>		<u>Yes</u>	<u>No</u>
Number	29	4	Number	20	5
Percent	88	12	Percent	80	20

teaching in their field of special preparation. Ninety-four percent had earned a bachelor's or master's degree. For the independent school, 80 percent had Florida certification, 80 percent had made teaching their career, 96 percent were teaching in field, and 100 percent had earned a bachelor's or master's degree. Two of the public school teachers were teaching without degrees. Both were in vocational education, but in different schools and different communities.

TABLE 30

TEACHING IN FIELD

(Item 8. Are you teaching in your field of special preparation?)

Public School Teachers

n = 33

	<u>Yes</u>	<u>No</u>
Number	<u>30</u>	<u>3</u>
Percent	91	9

Independent School Teachers

n = 25

	<u>Yes</u>	<u>No</u>
Number	<u>24</u>	<u>1</u>
Percent	96	4

TABLE 31

CAREER COMMITMENT

(Item 9. Do you plan to make teaching a career?)

Public School Teachers

n = 33

	<u>Yes</u>	<u>No</u>
Number	<u>23</u>	<u>10</u>
Percent	70	30

Independent School Teachers

n = 25

	<u>Yes</u>	<u>No</u>
Number	<u>20</u>	<u>5</u>
Percent	80	20

Professional Fulfillment

Items 10-13 (Tables 32-35) were designed to assess differences in the responses of the teachers to salary adequacy and goal achievement. In addition, public school teachers were asked if they would take a job in an independent school if one were offered, and independent school teachers were asked why they left the public school.

There was a difference in the responses of the two groups to the salary question. Seventy-six percent of the public school teachers said their salary was inadequate. In contrast, only 44 percent of the independent school teachers said their salary was inadequate. All the independent school teachers indicated they knew they were making less money teaching in the independent school than they would in the public school. Not enough information was secured on this item to reconcile this interesting paradox. Fifteen of the public school teachers indicated they did some moonlighting after school. Six of the independent school teachers said they performed additional tasks from time to time to supplement their teaching income.

With regard to achievement of educational objectives and goals, 73 percent of the public school teachers said they were satisfied. Ninety-six percent of the independent school teachers expressed satisfaction. Thirty percent of the public school teachers interviewed said they would take a job in an independent school if one were offered, 45 percent said they would not, and 25 percent said they did not know.

TABLE 32

SALARY ADEQUACY
(Item 10. Is your salary adequate?)

<u>Public School Teachers</u>			<u>Independent School Teachers</u>		
n = 33			n = 25		
Number	<u>Yes</u> 8	<u>No</u> 25	Number	<u>Yes</u> 14	<u>No</u> 11
Percent	24	76	Percent	56	44

TABLE 33

EDUCATIONAL OBJECTIVES
(Item 11. Are you accomplishing your educational objectives and goals?)

<u>Public School Teachers</u>				<u>Independent School Teachers</u>			
n = 33				n = 25			
Number	<u>Yes</u> 24	<u>No</u> 6	<u>Don't Know</u> 3	Number	<u>Yes</u> 24	<u>No</u> 1	<u>Don't Know</u> 0
Percent	76	18	9	Percent	96	4	0

TABLE 34

PUBLIC SCHOOL TEACHERS, TEACH IN INDEPENDENT SCHOOL
(Item 12. Would you take a job in an independent school if one were offered?)

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
Number	10	15	8
Percent	30	45	25
n = 33			

TABLE 35

INDEPENDENT SCHOOL TEACHERS' REASONS FOR LEAVING PUBLIC SCHOOL
(Item 13. Why did you leave the public school?)

	<u>Did Not Leave</u>	<u>Red-tape</u>	<u>No Discipline</u>	<u>Too Many Students</u>
Number	9	6	5	5
Percent	36	24	20	20
n = 25				

TABLE 36

CONTROVERSIAL ISSUES
(Item 14. Do you freely discuss controversial issues
like race, religion, or politics if they come up in
your class?)

Public School Teachers

n = 33

	<u>Yes</u>	<u>No</u>	<u>Not Relevant</u>
Number	20	8	5
Percent	60	24	16

Independent School Teachers

n = 25

	<u>Yes</u>	<u>No</u>	<u>Not Relevant</u>
Number	10	10	5
Percent	40	40	20

TABLE 37

CONTROL
(Item 15. How do you perceive the control exercised
by administrators in this school - as democratic-
co-operative, authoritarian-hierarchical, or laissez-
faire-permissive?)

Public School Teachers

n = 33

	<u>D-C</u>	<u>A-H</u>	<u>L-P</u>
Number	27	5	1
Percent	82	15	3

Independent School Teachers

n = 25

	<u>D-C</u>	<u>A-H</u>	<u>L-P</u>
Number	20	5	0
Percent	80	20	0

TABLE 38

DISCIPLINE

(Item 16. Is discipline a problem for you or for other teachers in this school?)

<u>Public School Teachers</u>			<u>Independent School Teachers</u>		
n = 33			n = 25		
	<u>Yes</u>	<u>No</u>		<u>Yes</u>	<u>No</u>
Number	3	30	Number	0	25
Percent	9	91	Percent	0	100

TABLE 39

PROFESSIONAL ATMOSPHERE

(Item 17. Is there a professional atmosphere which prevails in your school?)

<u>Public School Teachers</u>			<u>Independent School Teachers</u>		
n = 33			n = 25		
	<u>Yes</u>	<u>No</u>		<u>Yes</u>	<u>No</u>
Number	22	11	Number	23	2
Percent	67	33	Percent	92	8

On item 12, 16 of the independent school teachers indicated they had left the public school. Nine had never taught in a public school. The 16 gave the following reasons for leaving:

six said too much red-tape, such as filling out forms and records, in addition to committee assignments;

five cited discipline problems with students;

five said they had too many students to teach.

The nine independent school teachers who had never taught in a public school came to their present positions from the following backgrounds:

four had formerly taught in parochial or private schools;

two came directly from the university or college campus, and had no prior teaching experience, other than student internships;

two came from limited teaching experience in higher education;

one came from a career with the National Aeronautical Space Administration (NASA).

Items 14-17 (Tables 36-39) were designed to assess certain aspects of the two groups' teaching strategies, and their perceptions of the social, political, and professional environments where they worked. On the discussion of controversial issues if they arose in class, 60 percent of the public school teachers said they frequently did this. Twenty-four percent said they rarely or never did, and 16 percent said this question was not relevant to their subject matter or their objectives and goals as teachers. Forty percent of the independent school teachers said they frequently discussed controversial issues, 40 percent said they rarely or never did, and 20 percent said the question was not relevant.

On control, 82 percent of the public school teachers perceived the administration of their school as democratic-co-operative, 15 percent perceived it as authoritarian-hierarchical, and 3 percent perceived it as laissez-faire-

permissive. In the independent school, 80 percent perceived the administration of their school as democratic-co-operative, and 20 percent perceived it as authoritarian-hierarchical.

Discipline was perceived as a problem by only 9 percent of the public school teachers. It was perceived as a problem by none of the independent school teachers. Sixty-seven percent of the public school teachers said their working environment could be described as "professional," with high teacher morale. Ninety-two percent of the independent school teachers said their working environment could be described as "professional," with high teacher morale.

Desegregation and Change

Items 18-25 (Tables 40-45) were designed to assess teachers' perceptions of the changes which desegregation efforts had brought to their schools and communities. Additional discussion on some of these issues can be found in Chapter VII.

Fifty-five percent of the public school teachers said school desegregation was the number one issue before the schools in their communities during the last five years. Forty-five percent said it was not.* Seventy-two percent of

* Of the 15 public school teachers who said school desegregation was not the number one issue, 14 were black. The consensus of opinion among these 14, as reported earlier in Chapter II, was that the issue was the white man's reaction to justice, not desegregation. For purposes of this paper, no distinction would be made between these two. Nevertheless, many of these teachers insisted that they were different issues, and could not be identified as the same.

the independent school teachers said school desegregation was the number one issue to face the schools during the last five years. Twenty percent said it was not, and 8 percent had no opinion.

With regard to changes which desegregation efforts had brought to public education, 45 percent of the public school teachers believed that academic standards had been lowered and 45 percent did not. Ten percent of the public school teachers had no opinion on this question. In the independent school, 68 percent believed academic standards had been lowered, 24 percent did not, and 8 percent had no opinion.

Forty-five percent of the public school teachers saw the changes precipitated by desegregation efforts over the last five years as progressive, 45 percent saw them as retrogressive, and 10 percent had no opinion. In the independent school, 100 percent saw them as retrogressive; however, four of these teachers modified their position by insisting that public schools in the segregation South could not be expected to compensate for over 200 years of educational neglect in five years without some lowering of academic standards.

In the public school these changes were favored by 85 percent of the teachers. Fifteen percent did not favor them. In the independent school, desegregation changes were favored by 64 percent of the teachers, with 36 percent not favoring.

Items 22 and 23 were designed to assess the possible success of the independent schools in Communities A and B.

TABLE 40

DESEGREGATION AS NUMBER 1 ISSUE
(Item 18. In your opinion, has the school board's effort in this community to desegregate the public schools been the number one issue in education for the last five years?)

<u>Public School Teachers</u>				<u>Independent School Teachers</u>			
n = 33				n = 25			
	<u>Yes</u>	<u>No</u>	<u>Undecided</u>		<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Number	18	15	0	Number	18	5	2
Percent	55	45	0	Percent	72	20	8

TABLE 41

ACADEMIC STANDARDS
(Item 19. Has desegregation caused a lowering of academic standards in public schools?)

<u>Public School Teachers</u>				<u>Independent School Teachers</u>			
n = 33				n = 25			
	<u>Yes</u>	<u>No</u>	<u>Undecided</u>		<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Number	15	15	3	Number	17	6	2
Percent	45	45	10	Percent	68	24	8

TABLE 42

DIRECTION OF CHANGE
(Item 20. Do you perceive the changes which desegregation has brought to the schools as progressive or retrogressive?)

<u>Public School Teachers</u>				<u>Independent School Teachers</u>			
n = 33				n = 25			
	<u>Yes</u>	<u>No</u>	<u>Undecided</u>		<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Number	15	15	3	Number	25	0	0
Percent	45	45	10	Percent	100	0	0

TABLE 43

APPROVAL OF CHANGES
(Item 21. Do you favor these changes?)

Public School Teachers

n = 33

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Number	28	5	0
Percent	85	15	0

Independent School Teachers

n = 25

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Number	16	9	0
Percent	64	36	0

TABLE 44

INDEPENDENT TEACHER'S RETURN TO PUBLIC SCHOOL
(Item 22. Would you return to the public school to teach?)

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Number	5	18	2
Percent	20	72	8

n = 25

TABLE 45

FUTURE OF INDEPENDENT SCHOOLS
(Item 23. In your opinion, will the independent school
in this community succeed financially and otherwise?)

Public School Teachers

n = 33

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Number	25	8	0
Percent	76	24	0

Independent School Teachers

n = 25

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Number	24	1	0
Percent	96	4	0

In response to whether any of the independent school teachers interviewed would return to the public school, 72 percent said no, 20 percent said yes, and 8 percent said they did not know. With regard to the future of the independent school, 76 percent of the public school teachers saw its future as bright. Twenty-four percent of the public school teachers saw this school passing from the educational scene in a few years. In the independent school, 96 percent saw the future of their school as bright; 4 percent saw it passing from the scene in a few years.

Two Profiles

On the basis of the information given in Tables 23-45, the following profiles of these two groups of teachers were constructed.

The Public School Teacher

The profile of the public school teacher, based upon means and percentages of the responses, indicated that the typical teacher in this sample was female, probably Baptist or Methodist, and had taught for 11.9 years.* She was from a middle-class family, had grown up in Florida and had earned a bachelor's degree. She was certified, teaching in her field, had made teaching her career, and was accomplishing her educational objectives and goals. She was

* Though no sex data are shown in the Tables, sex of each interviewee was recorded when the interview was concluded. Twenty-four percent (8) of the public school teachers were male, 76 percent (25) were female. Twenty-eight percent (7) of the independent school teachers were male, 72 percent (18) were female.

responsible for 114 students a day and did not perceive discipline as a problem, either for herself or for her peers. She did not think her salary was adequate to live on. She perceived her school as democratic-co-operative, and believed that most decisions affecting her role as teacher were based upon teacher input and administrative concern for teachers. She believed that a professional atmosphere and high teacher morale prevailed on her campus. She saw racial desegregation as the number one issue the schools of her community had had to contend with for the last five years. She was in favor of these changes, and, unlike her independent school counterpart, she did not perceive them as bringing a lowering of academic standards, nor as retrogressive for public education. She was willing to discuss controversial issues if they arose in class. She would not take a job in an independent school if one were offered, but she did believe the independent school had a place in her community and would succeed as an alternative to the public school.

The Independent School Teacher

The independent school teacher profile, based upon information given in Tables 23-45, was also female, had taught 6.9 years, and believed she was accomplishing her educational objectives and goals. Her church affiliation was more diverse, though definitely main-line protestant, and she was from a middle-class family. She had

not grown up in Florida as her public school counterpart, though she was from the Southeast. She too had earned a bachelor's degree, was certified in Florida, teaching in field, and had made teaching her career. She was responsible for 72 students a day and did not perceive discipline as a major problem for herself or for her school. She felt her salary was adequate, though less than what she would be making in the public school. She perceived her school as democratic-co-operative, and described the atmosphere on campus as professional, with high teacher morale. She was convinced that racial desegregation was the number one issue the schools of her community had had to face during the last five years. Though she favored the changes brought about by desegregation efforts, she perceived them as resulting in lowering of academic standards, and retrogressive for public education. She was not willing to discuss controversial issues in her class as ... was her public school counterpart, and generally saw these "discussions" as irrelevant to the goals of college preparation espoused by her school. She would not return to the public school to teach. She believed very strongly that the independent school was a legitimate alternative to the public school, and would succeed for years to come.

Summary

Considerable caution should be used in interpreting these data because of the smallness of the sample and the

brevity of the interviews. Although in most cases the interview with each teacher exceeded 20 minutes, it was not possible to explore all the complexities and ramifications of the many issues raised by these questions.

The similarity of these responses was very striking, but not unexpected, since 16 of the independent school teachers had formerly taught in the public school. These findings were consistent with the findings on the teachers' responses to the FSCB, given in Chapter IV, and lead again to the conclusion that, on the basis of these data and these subjects, there was no difference in the two groups.

CHAPTER VII

SUMMARY, INTERPRETATION, AND SUGGESTIONS FOR FURTHER RESEARCH

In this study an attempt was made to measure on a liberalism - conservatism scale certain socioeconomic values and beliefs of eleventh and twelfth grade pupils, their parents, and teachers in two independent schools and four public senior high schools in two Northeast Florida communities. In addition an attempt was made to measure students' attitudes toward education on an education scale, and teachers' attitudes toward changes brought about by desegregation efforts in the public schools over the last five years on a 23-item interview.

The presentation of these data alone does not adequately cover the significance of this study, however. The overall research design permitted the accumulation of a great deal of information which has not been reported, and which would have to be called interpretive. This information comes primarily from teachers' responses to the 13 open-ended items on the teacher interview. Some of these responses were deemed significant enough to report in some detail in this last chapter.

A Summary of the Findings

The Independent School Movement

The new independent school, for purposes of this study, was defined as a school which began after 1968; the primary cause for its emergence was parental dissatisfaction with public education resulting from changes brought about by desegregation. From its inception, this new school was independent of any larger network of schools, and neither received nor solicited government or public funds. It offered a curriculum patterned after the public school. It was usually very small (less than 200 students), and operated almost entirely from tuition fees. It was controlled by a local board, and its philosophy and objectives reflected the attitudes and mores of the local community.

The research on these new schools strongly pointed to intensive desegregation efforts by HEW in Florida in 1968 as the catalyst which activated the movement. This catalyst was reinforced by a 1971 ruling of the Supreme Court (Swann et al.) which permitted busing of students as a method for eliminating the last vestiges of a dual school system in Florida. The zenith of this movement occurred in the state at about the same time; however, recent statistics on the movement indicated that the exodus from the public schools had leveled off or stopped altogether.

This study uncovered no evidence that planning and program in any Florida school district were curtailed as

a result of declining pupil enrollment attributable to this movement. Further, there was no evidence that the exodus of middle-class students to the independent schools over the last five years altered the social-class climate of the public schools, a variable which Coleman found to be crucial for learning (7).

The Communities

The two communities which were selected as a setting for this study were located in Northeast Florida. Independent schools were begun in both of them in 1970. The geographical proximity of the communities, their friendly school rivalry, and the similarity of their problems and solutions related to school desegregation made these communities a logical choice for the setting of this study.

The Subjects

The Florida Scale of Civic Beliefs was used to measure certain socioeconomic values and beliefs of the three subject groups previously cited. A summary of these findings for each group of subjects will be made seriatim.

Students

Eighty-two public school students and 43 independent school students completed the FSCB. A statistical analysis of their scores indicated there was no significant difference in the socioeconomic values and beliefs of these subjects, as measured by this instrument.

Parents of students

Forty-two public school parents and 25 independent school parents completed the FSCB. A statistical analysis of these scores yielded a significant difference in the socioeconomic values and beliefs of public v. independent school parents, as measured by the FSCB. Independent school parents in this study were found to be significantly more conservative than their public school counterparts. The strong conservatism of independent school parents dovetailed with the reactionary nature of the independent school movement itself (14).

Teachers

Twenty-seven public school teachers and 18 independent school teachers completed the FSCB. No significant difference was found between the public school teachers and the independent school teachers in this study on socioeconomic values and beliefs as measured by the FSCB. Of the three groups tested on this instrument, the teachers were the most liberal.

Additional Comparisons

Item analyses

Two items from the FSCB which had some bearing on the independent school movement were also examined. These items were:

- (1) What a state does with its schools should be its own business, not the Supreme Court's (Appendix A, item 7).

- (2) Some races are by nature inferior mentally, emotionally, and physically (Appendix A, item 48).

No significant difference was found on either of these items for the three subject groups in this study. Since there was significant difference in the direction of more conservative on the scores of the independent school parents for the whole scale, one could generalize on the basis of the item tests that the conservatism of this group was diffused over a wider range of attitudes and beliefs than those related to Supreme Court involvement in public school operation, or intrinsic human differences based on race.

The Education Scale

This scale was used to measure differences in attitude toward education for the public v. independent school student subjects in this study.

No significant difference was found between the public school students and the independent school students on attitudes toward education, as measured by the ES.

This is an anomaly which warrants some comment, as previous research with this instrument by Hedgebeth indicated that socioeconomic status was related to scores achieved on the ES (10). He found that the higher the socioeconomic status, the higher the score on the ES. Stated another way, the higher the socioeconomic status, the more positive the attitude toward education. He found

this to be true for individuals and groups, for blacks and whites. This present study found an inverse relationship between these variables, however. The independent schools had a much higher mean socioeconomic status ranking than did the public schools; nevertheless, the mean score for this group was lower on the ES than the mean score for the public school group. In fact, the public school with the second-lowest mean socioeconomic status ranking of the six schools in the study had the highest mean score on the ES.

When community comparisons were made, this was not true. Public school students in Community A who had a lower mean socioeconomic status ranking than their independent school counterparts scored higher on the ES than the independent school students. However, in Community B public school students who had a lower mean socioeconomic status ranking than their independent school counterparts scored lower on the ES than the independent school students.

This anomaly can be partially explained by the resentment many of the independent school students expressed over being taken out of the public school by their parents and put in the independent school. This resentment was expressed by students in both schools, though it was reported more forcefully in Community A. Considerable caution should be used, however, in assessing the effects, if any, of resentment on scores of the independent school students on the ES.

One thing seemed most obvious when all the data on the FSCB and the ES were taken together, and that was their essential homogeneity. If in fact these two independent schools are legitimate alternatives to the public schools in their respective communities, and differ significantly from them as their supporters claim, then the essential differences cannot be attributed to the socioeconomic attitudes and beliefs of their students and teachers as measured by the FSCB. Nor can the claim to difference reside in the attitudes toward education of their students as measured by the ES. On all of these comparisons, no difference was found for the students and teachers in this study. Quite a different picture emerged with the parent data, however. Independent school parents in this study were found to be significantly more conservative than their public school counterparts, as measured by the FSCB.

Interpretation

The Teacher Interview

The use of 13 open-ended items on the teacher interview resulted in a large amount of information which could not be reduced to meaningful quantitative form. A thorough listening to the 58 tapes of the teacher interviews left the author with many impressions and feelings about teachers in general and events which precipitated

the independent school movement in particular. The purpose of this section is to attempt an interpretation of some of these data.

One of the strongest impressions emerging early in the interviews with the public school teachers was the ambivalence which was obvious in their response to whether they favored desegregation efforts over the last five years, and whether they saw these efforts as resulting in a lowering of academic standards. This impression was based upon statements like the following:

I have nothing against colored children,...but
I hate to see our schools go down because we
have to follow what the Supreme Court says.

I believe integration is right and necessary...,
but in this town we just were not ready for it.

I favor equal opportunity for all children...,
but to me they were better off in their own
schools than they are in ours.

This impression was strengthened by the fact that 17 of 19 white public school teachers interviewed favored desegregation, but 15 of 19 saw desegregation forcing them to compromise the academic standards which they held prior to desegregation changes. Again, 15 of 19 white public school teachers interviewed saw desegregation as retrogressive for public education. This is a very subtle form of racism, but it was not subtly disguised, as public school and independent school teachers time and time again referred to black students as "colored" and "they."

Three white teachers and six black teachers in the public schools expressed grave concern about this matter.

Their concern can be described no better than it was in these words of a white public school teacher who had taught for ten years in Community A:

Interviewer: What about your educational objectives and goals? Are you achieving these?

Teacher: My difficulty is that I think a lot of teachers - and I don't like to use the word racist, so I'm going to try to explain what I mean - are racist in a way they don't know they are racist. They believe the kids are not capable of doing the work, and therefore for the past three years they have not expected anything from the kids. To me this is the worst kind of racism. To me these kids are no different than the kids we had before this. Some kids have more reading problems and some kids have not had experience in certain areas that other kids have had experience, but other than that, I find no difference in the level of ability in kids before integration and after integration. What I do find is that when I get them as seniors, they have had three years of nothing. In the past this was a middle-class, white school and it was assumed that kids would behave in a certain way. The ones who didn't were considered discipline problems. Today it is a different thing. Today people say, "Well, they are blacks and they don't know any better." I won't accept that. To me that is a racist attitude. I expect the same thing of all my students. This does not mean that all my students are on the same educational level. I take my students where they are educationally and try to lead them beyond where they are. But I set my standards high so they will have something to reach for. Most teachers don't do this and as a result the whites have been losers as much as the blacks.

The vicious consequence of this self-fulfilling prophecy, according to a black teacher in this same school, is that "Many above-average black students have accepted their teachers' diagnoses of them as inferior students and have just walked the hall for three years. This would never have happened to these students in their previously all-black schools." According to this teacher, "The

accomodation theory* prevails in my school. There are only a few here who do not view the situation as the fault of integration, rather than their own fault, for treating students according to popular stereotypes and not according to individual competencies and skills." For evidence that this teacher was accurate in his belief that accomodation prevailed on his campus, he offered this corroborating evidence. "Since the school became fully integrated three years ago, the senior term paper has been dropped as a requirement for graduation. This was done because most of the white teachers were convinced the black students couldn't do it." He further lamented the fact that "There is currently much talk of allowing only the 'better' students to take the 12th grade achievement test, because so many of the black students score so poorly on it, it gives the school a low average."

This is indeed a sorry state of affairs for education in a democracy, but it helps to explain why the independent schools thrived for a time and why so many of the independent school teachers interviewed for this study left the public schools. Their racist views were spoken just as openly and defended with as much ambiguous rationalization

* This notion, concocted by teachers, implies that because some blacks are educationally inferior, one has to lower his educational expectations to accomodate their ability. The purely racist aspects of this view were mitigated in the minds of the white teacher interviewees by rationalizing this "inferiority" as resulting from inferior schooling and not from genes.

as were those of their public school counterparts.* The difference in many instances was that their ambivalence had forced them to make a change. To have to live with strongly conflicting attitudes toward events and people daily is not conducive to good teaching or to good mental health.

The independent school afforded them an escape from all the problems in public education today. In their "new" school there were no blacks, no discipline problems, no red-tape, and no discussion of controversial issues in class. This would indeed be a haven for most of the white teachers interviewed in this study.

This new institution was described in these very terms by one of its own teachers in Community B who left the public school to get away from "unruly" students. "But this is an unreal existence out here," she said, "and many of the students want to leave once they realize what is happening to their minds."

This view was shared by only three of the 25 independent school teachers interviewed, however, and only one of the three believed the school would ultimately fail because of its narrow philosophical orientation. The other two teachers believed there were enough parents in the community who wanted "just this kind of school" to make it succeed.

* The writer is obviously "interpreting" here since none of the independent school teachers gave race-mixing as a reason for leaving the public school. One did not have to listen very long to some of these teachers describe their relationship with "their former colored children" before a pretty accurate impression was formed, however.

The independent school is a tranquil place to perform one's professional calling, and there is much to be said for that. The writer spent a week on each of these two campuses and left with the impression that teachers and administrators knew what they were doing, where they were going, and why they wanted to get there. That same clarity of vision was not found on any of the four public school campuses. Whether this is a virtue or a vice as far as schooling is concerned is irrelevant. It is an attractive environment for today's embattled teacher.

From discussions with the two headmasters of the independent schools in this study, it was clear that they would like to see their schools lose the designation "segregation academy." They both saw Bolles School in Jacksonville as the prototype of the direction they would like to go, and they felt this goal would be achieved in the next five to ten years.

A final impression was that these two schools would succeed. In spite of the fact that recent investigations had signaled the leveling off of this movement in many places, there were no indications that this had happened for these particular schools (14:236). The American dilemma is as alive in Communities A and B today as it was in 1944 when Myrdal published his mammoth examination of racism in this society (19). This ideology created an "alternative" to the public school in Communities A and B and there was no evidence that the creation would be abandoned.

Suggestions For Further Research

Three rather broad areas of research on the independent school movement in Florida are suggested as follow-ups to this study. First of all, there needs to be a study of the schools themselves, without any comparisons with public schools. Are they in fact providing a substantial alternative form of schooling for the children of this state? This study might look at curricular offerings, facilities, personnel, salaries, planning, and a host of other educational components measurable with today's research tools.

Secondly, a study similar to this one using instruments specifically designed to measure degrees of authoritarianism, social distance, and dogmatism could be a valuable contribution to the scant literature on this movement. Instruments developed by Adorno (1), Bogardus (2), and Rokeach (23) would be difficult to get approved in these institutions, but they would give more accurate measures of some of the questions this study attempted to answer.

Finally, a study, possibly funded by the State Department of Education, is suggested to ascertain why Florida Statute 229.808-2 which states, "all institutions performing the function of a school must register with the state," is not adhered to by a majority of these new schools. Because so few of these schools abide by this statute, there is no way for the State Department to be aware of their operation

or to assess their quality. At least one prominent legislator on the House Education Committee has expressed an interest in such a study. If, in fact, as Wiles intimated, this new school has become a competitor for students who normally attend a public school, then the persons who are responsible for public education are entitled to know something about the competition (40).

APPENDICES

APPENDIX A

THE FLORIDA SCALE OF CIVIC BELIEFS

by Ralph E. Kimbrough and Vynce A. Hines
University of Florida

Following are some statements with which you may agree or disagree. Circle the symbol which best represents your position on each statement as follows:

SA -- STRONGLY AGREE
A -- AGREE
N -- NEITHER AGREE NOR DISAGREE
D -- DISAGREE
SD -- STRONGLY DISAGREE

1. Socialized medicine would ruin medical standards and fill our nation with people having imaginary ailments.
2. The idea of equality should not be restricted to political equality.
3. Centralization of government tends to destroy the rights of the individual.
4. History shows that economic and social planning by governments does not necessarily lead to dictatorship.
5. Federal participation in local affairs can exist without undesirable federal control.
6. Moderates, who preach appeasement by urging us to give up our fight against centralized government and liberal constitutional interpretation, do so mostly for their personal political gain.
7. What a state does with its schools should be its business, not the Supreme Court's.
8. The most serious political issue of our day is the encroachment of the federal government upon states' rights.
9. Local government is grass-roots democracy at work and represents the voice of the people better than centralized government.
10. The federal government taxes the states and then sends this money back, minus what is wasted in Washington.
11. The federal government is often more representative of the people than some state governments.
12. Free enterprise, with an absolute minimum of governmental control, is the best way to assure full productivity in our country.
13. Private enterprise is the only really workable system in the modern world for satisfying our economic wants.
14. When individual producers and consumers are left free to follow their own self-interest, natural economic laws operate to produce the greatest public good.

15. The growth of our economy depends upon an increase in the activities of government to satisfy human wants as well as an increase in our private economy.
16. The principle of free competition is a natural law which should govern our business system without governmental interference.
17. The growth of large corporations makes government regulation of business necessary.
18. Government regulations of the market should occur only in cases of monopolies such as public utilities.
19. Money taken in by taxes is lost to the economy, since government is nonproductive.
20. We should get back to hard work to cure our country's ills.
21. A growing national debt is nothing to worry about if the national income is growing at the same rate.
22. The price of aid to education, from a larger unit of government to a smaller one, is that the smaller one must do what it is told.
23. Income taxes are more equitable than sales taxes.
24. To keep taxes from rising is commendable but in reality taxes should be cut.
25. The government is doing things which we simply cannot afford at public expense.
26. Deficit spending is a bad public policy except possibly in time of war.
27. All government spending should be on a pay-as-you-go basis.
28. In ordinary times public buildings, roads, and other permanent construction are the only things for which the government should borrow money.
29. The government should meet the needs of the people, if necessary, through borrowing money or increasing taxes.
30. If the country and the state are to make progress we are going to need additional taxes.
31. Good financial principles for private enterprise are equally good principles for government.
32. Government spending is naturally wasteful.
33. We are spending more than the people can really afford to spend for government services.
34. The collecting and spending of tax money is most wasteful at the federal level, not so wasteful at the state level, and least wasteful at the local level of government.
35. We could still increase spending for important government services without harming the nation's economy.
36. Congress should accept the sensible virtue other businesses and individuals have learned-that of living within one's means.
37. Our government can and should do more to promote the general welfare.
38. Private enterprise could do better many of the things that government is now doing.

39. The best governed is the least governed.
40. It is more important to teach Americanism than to teach democracy in our public schools.
41. Charitable services for those in need should be left to voluntary groups.
42. Government in the United States is not the enemy of business.
43. Increased government services in the social welfare programs may increase an individual's freedom.
44. Legislative reapportionment is undesirable because city residents do not understand rural and small town problems.
45. The Supreme Court has assumed powers not given to it by law or by custom.
46. Federal aid to schools, aid to the aged through social security, more stringent civil rights laws, and laws of like nature, are dangerously parallel to methods used in socialistic countries.
47. The government should increase its activity in matters of health, retirement, wages, and old-age benefits.
48. Some races are by nature inferior mentally, emotionally, and physically.
49. If one has enough ambition and is willing to work hard, nothing but extremely bad luck can stop him.
50. Unless we change social conditions, many children of minority groups will be unable to realize their full potentialities.
51. The Monroe Doctrine should be revitalized and maintained by the Armed Forces of the United States.
52. The United Nations has become an international debating society paid for by the United States.
53. Our foreign policy has been motivated too long by a spirit of do-goodism.
54. People of most underdeveloped countries are by nature incapable of self-government.
55. We could recognize nations such as Red China without implying that we approve of their forms of government.
56. Production is greatest in an economic system based upon competition and some pressure.
57. If everyone would "take care of number one" there would be little need for such things as social security, health services, and other social welfare measures.
58. Government has a responsibility for protecting not only property rights but human rights as well.
59. Providence is the proper source for social change.
60. This country was made great by persons who were willing to pull themselves up by their own bootstraps.

This scale was developed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare.

APPENDIX B

THE RUNDQUIST AND SLETTO EDUCATION SCALE

BELOW ARE A NUMBER OF STATEMENTS ABOUT EDUCATION. READ EACH STATEMENT CAREFULLY AND CIRCLE THE SYMBOL WHICH BEST EXPRESSES YOUR FEELING ABOUT THE STATEMENT. Whenever possible, let your own personal experience determine your answer. Do not spend much time on any item. If in doubt, circle the symbol which seems most nearly to express your present feeling about education. WORK RAPIDLY. Be sure to answer every item.

SA -- STRONGLY AGREE
A -- AGREE
U -- UNDECIDED
D -- DISAGREE
SD -- STRONGLY DISAGREE

1. A man can learn more by working four years than by going to high school.
2. The more education a person has, the better he is able to enjoy life.
3. Education helps a person to use his leisure time to better advantage.
4. A good education is a great comfort to a man out of work.
5. Only subjects like reading, writing, and arithmetic should be taught at public expense.
6. Education is no help in getting a job today.
7. Most young people are getting too much education.
8. A high school education is worth all the effort and time it requires.
9. Our schools encourage an individual to think for himself.
10. There are too many fads and frills in modern education.
11. Education only makes a person discontented.
12. School training is of little help in meeting the problems of real life.
13. Education tends to make a person less conceited.
14. Solution of the world's problems will come through education.
15. High school courses are too impractical.
16. A man is foolish to keep going to school if he can get a job.
17. Savings spent on education are wisely invested.
18. An educated man can advance more rapidly in business and industry.
19. Parents should not be compelled to send their children to school.
20. Education is more valuable than most people think.
21. A high school education makes a man a better citizen.
22. Public money spent on education during the past few years could have been used more wisely for other purposes.

APPENDIX C

PARENT LETTER I

February 1, 1973

Dear (Parent's Name)

As parents of an eleventh and twelfth grade student at (Name of school) you have been selected to participate in a study being conducted at the University of Florida. The study is concerned with comparing general attitudes and beliefs of pupils, parents, and teachers in two private, independent schools with pupils, parents and teachers in four public high schools in Community A and Community B.

Specifically, the study will compare the scores achieved by parents, pupils and teachers on the Florida Scale of Civic Beliefs in the two private, independent schools with those achieved by the same persons in the four public schools. Vital to the success of the study is your willingness to cooperate by marking the Scale which is enclosed and returning it in the stamped envelope. Please mark every statement. Obviously, there are no "right" or "wrong" answers--the study is concerned only with your own beliefs as they relate to the statements on the Scale.

Thank you so much for your help in this research. The total results of the study will be made available to (Headmaster or Principal), or to you personally if you desire.

Sincerely,

Albert L. Reese, Jr., Graduate Student
University of Florida
College of Education

APPENDIX D

PARENT LETTER II

February 18, 1973

Dear (Parent's Name)

A little over two weeks ago you received a letter describing a research project being conducted at the University of Florida, and a request that you mark the enclosed Scale and return it to the researcher in the stamped, self-addressed envelope. In case you put this material aside and forgot it, this letter comes as a gentle nudge asking you to please complete the scale and return it as soon as possible. Also, if you have discarded the scale, there is another one enclosed in this letter for your use. Only one scale is enclosed, and it does not matter which parent marks it.

As indicated earlier, your participation and cooperation in this project is vital to its success, so I hope to hear from you shortly. Thank you very much.

Sincerely,

Albert L. Reese, Jr., Graduate Student
University of Florida
College of Education

APPENDIX E

TEACHER LETTER

March 15, 1973

Dear (Teacher's Name)

I would like to ask you to join me in a research study of the University of Florida comparing certain aspects of public and private education in four public and two independent schools in two Northeast Florida Communities. I have already gathered data from eleventh and twelfth grade pupils and their parents in these six schools. The next step is to ask you to mark this scale and return it to me at the time suggested below. This period has been set aside for a 20 minute interview which the researcher would like to spend with you related to your own educational objectives and goals.

I realize the hectic and full schedule under which you operate each day. Two weeks ago I served on a Visiting Committee for the Southern Association re-evaluating a school in Central Florida, and was amazed at the amount of work and stamina required of a teacher in that school. Perhaps because of this commitment from today's teacher, your contribution to and participation in this project is vital to its success. Hopefully, you will want to help.

Sincerely,

Albert L. Reese, Jr., Graduate Student
University of Florida
College of Education

Suggested Date and period for 20 minute interview_____.

APPENDIX F

TEACHER INTERVIEW

1. What is (was) your father's occupation?
2. How many years have you been teaching?
3. How many students are you responsible for each day?
4. What is your church affiliation?
5. Where did you grow up?
6. What degrees have you earned?
7. Are you certified in Florida?
8. Are you teaching in your field of special preparation?
9. Do you plan to make teaching a career?
10. Is your salary adequate?
11. Are you accomplishing your educational objectives and goals?
12. (Only public school teachers) Would you take a job in an independent school if one were offered?
13. (Only independent school teachers) Why did you leave the public school?
14. Do you freely discuss controversial issues like race, religion, or politics if they come up in your class?
15. How do you perceive the control exercised by administrators in this school - as democratic-co-operative, as authoritarian-hierarchical, as laissez-faire-permissive?
16. Is discipline a problem for you or for other teachers in this school?
17. Is there a professional atmosphere which prevails in your school?
18. In your opinion, has the school board's effort in this community to desegregate the public schools been the number one issue in education for the last five years?
19. Has desegregation caused a lowering of academic standards in public schools?
20. Do you perceive the changes which desegregation has brought as progressive or retrogressive?
21. Do you favor these changes?
22. (Only independent school teachers) Would you return to the public school to teach?
23. In your opinion, will the independent school in this community succeed financially and otherwise?

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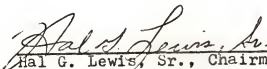
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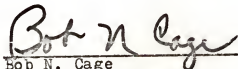
BIOGRAPHICAL SKETCH

Albert L. Reese, Jr. was born the son of Albert and Louise Reese in Ocala, Florida, on August 3, 1931. He grew up in Lake City, Florida, and graduated from Columbia High School in 1949. He received the Bachelor of Arts degree with a major in English literature from Davidson College in 1953, and the Bachelor of Divinity degree with a major in systematic theology from Columbia Seminary in 1956. He was ordained by the Presbyterian Church, U. S. in 1956 and served 13 years in the parish ministry in Alabama and Florida. He enrolled in the University of Florida in 1969 to work toward the Doctor of Education degree. From 1971-1973, he taught at the University of South Florida. The author is married to the former Carolyn Godwin of Jacksonville, Florida, and has four children: Michael, Mary Louise, Susan, and James.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


Hal G. Lewis, Sr., Chairman
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


Bob N. Cage
Associate Professor of
Education

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Arthur J. Newman
Associate Professor of
Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

E. Wilbur Bock

E. Wilbur Bock
Associate Professor of
Sociology

This dissertation was submitted to the Dean of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

August, 1973

B. L. Sharp, by M. C. Butler
Dean, College of Education

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